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JOURNAL OF EDUCATION

AND

TEACHERS' MAGAZINE.

PUBLISHED UNDER THE AUSPICES OF THE

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VOLUME I.

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MICHIGAN

JOURNAL OF EDUCATION

AND

TEACHERS' MAGAZINE.

VOL. 1. JANUARY. NO. 1.

INTRODUCTORY OBSERVATIONS.

A new periodical! Another added to the already innumerable list, the very names of which, like the characters of the Chinese language, it would require a remarkable memory to master. When will this wondrous fertility of printing presses, publishers and editors come to an end? When will printed leaves have, too, their fall, and leave us to the patient winter of reflection? Friends, never! Never till a deluge of barbarism sweeps over our fair land and carries away all the substratum of thought and feeling in the hearts of men, all our historical monuments, and all our present fair creations, shall periodicals become fewer or feebler than at this present day. No, editors and writers shall be multiplied even as are school houses and churches, and every other indication of improvement. As the leaves of our primitive forests disappear, printed leaves shall take their place—those must decrease, these must increase—and whoever would not have it so must join with the retreating red men and the noisy wolves, as, alarmed by the strange shriek of the locomotive, they howl a last farewell to ancient haunts, and dive into the thick darkness beyond.

But what is the object of this new periodical? Not to get your money without rendering you more than an equivalent; not to beguile your time with tawdry love-sick tales; not to present page after page of high-flown, flimsy epithets, sound without sense, fashionable clothes without a body, and of course without a soul, vulgarly called "fine writing;" not to defend a certain particular party or sect, right or wrong; not even to procure a livelihood for editors and publishers, for we get our living by other means, and this is a labor of love: but our object is to promote the correct and thorough and universal education of the sons and daughters of the State of Michigan.

Lay not aside this little pamphlet just yet, even though you may not have paid your dollar or dime, but give us at least one patient hearing, and then, if you must and if you can, bow us out and shut the door! It will not be the first time that the appeals of truth and benevolence have fallen on impatient ears.

There are in Michigan at least two hundred thousand human beings below the age of twenty one? The oldest of them will soon be jostling you in your stations, perhaps like friends grasping your hands, perhaps rudely thrusting you aside; and in twenty-one years more, they will be the working generation, you the superannuated; and another regiment of raw recruits, or young soldiers in training, will stand behind them. The destiny of our nation is in their hands. Yes, in spite of emigrants, the multitudes born on our own soil ever have given character to the nation and ever will. It is *through their children*, after they have acquired our language and a thorough affinity with us, that adopted citizens make their first deep impress on our institutions and our manners. In spite of the thousands of unappropriated acres in our State, and of the multitudes that shall soon people them, the future destiny of Michigan lies, in embryo, in the present, rising generation.

Now, granting that education makes the man—and this is just as evident as that tillage makes the corn, and both are true in about the same degree—shall the moulding of the character of the rising generation be neglected, or left to chance? The State has already answered No. The Common School fund of nearly one million of dollars already provided by the wise forecast of our fathers, and

rapidly accumulating, her thousands of school houses and teachers, her beautiful Normal School, but two years old, and rivalling in numbers and efficiency the oldest in the Union, her University, inferior to no College in the land, and enthusiastically and successfully aspiring to become a model American University, her public officers elected by the people solely to superintend her educational system, all utter an emphatic denial of the guilt of neglect. But, we ask, shall every other public enterprise, great and little, have its periodical to enlighten, encourage and unite, and shall this, absolutely greatest of all enterprises, be left to the chance protection of publications primarily committed to other ends? Shall almost every other State, in any degree respectable for its schools, have its Educational Journal, well sustained and active, and shall Michigan, with its system in all respects equal to the best, and with its population—we say it without the slightest intention to flatter—not inferior to any in intelligence and enterprise, and in reading, too, as the post office statistics clearly show—fail to sustain such a Journal? We do not believe it, and therefore we are before you. If it can be in your hearts, shut to us the door. We will still say, peace be in your house, but it must be the peace of ignorance and stagnation, not the bliss of intelligence and life.

We propose in this Journal to give you—if you will read it—an accurate and full exhibition of the educational movements, particularly of our own State, and as far as practicable of others. We propose to criticise these movements candidly, pointing out both excellences and defects. We propose to present from time to time theoretically and systematically, what we conceive to be the best methods of instruction; not binding ourselves blindly to take any institutions, foreign or native, as an exclusive model, but to examine *all*, selecting as far as may be the excellences of all, and rejecting their evils, and not fearing to propose any original method that may seem worthy of a trial. We do not bind ourselves to walk in any beaten track, or defend any set course, or even not to change our own opinions; we aim to be progressive, and will endeavor to keep our minds open to all light. Correspondents who give us their names, will be allowed, and are cordially invited, to present their views, and to select this as their organ of speaking to the

people on the great subject of Education. We have taken up this enterprise because our hearts are in it; because, as practical teachers, we feel the need of light, and can conduct this periodical without interfering with our success in our daily work, but rather promoting it; and we expect no other reward than the pleasure of awakening, and deepening, and rightly directing a stronger interest in this great cause. This we crave, and this we expect; and whether the Journal be sickly or strong, if we live it shall number at least twelve months, and then, if it must fall, honorably die. But we flatter ourselves that it has vigor enough, if you properly feed it, to reach a venerable old age, and never become infirm.

And now, farmers of Michigan, to you we first appeal as the greater part of the body and soul of the State; you furnish the large majority of our schools and teachers, you have leisure to examine the whole subject of education, and are strongly interested in it; will you not encourage our well meant efforts to discuss and improve the educational institutions of the State? Will you not risk in the enterprise one bushel of wheat? If it change into chess, it will be no great loss, and you can soon burn it; but perhaps it will be to your families the most valuable seed you ever sowed.

Mechanics of Michigan, you all do know, for it has been demonstrated again and again, that intellectual discipline and cultivation nowhere exhibit their practical profit more than in the crafts by which you at once beautify the earth and make your living—contribute to your own necessities and mark the track of civilization. Shall we ask your aid in vain? We, too, are fellow workers with you, and by the sweat of our brows, aye, and hands, too, eat our bread.

Merchants, we offer you a *quid pro quo*—yard for yard, ounce for ounce, small risks and safe returns.

Professional men, we hope not to increase your business, but your joys.

And, teachers, if you have "*passed your examination*" before the most lenient committee that ever sat to puzzle a nascent pedagogue, and inflict on him a premonitory punishment, you need no appeal. If you do not encourage every effort to raise your profes-

sion and increase your efficiency, you ought from common patriotism to retire from your posts, and surrender them at least to more earnest laborers.

Finally, all, we ask your sympathy and blessing, and promise to seek only your highest good. E. O. H.

GOVERNMENT AN ELEMENT OF EDUCATION.

In the real processes of education, the processes by which the human mind unfolds into a thing of beauty and of power, a wise and firm discipline holds a chief place. The fundamental idea of government, it is true, is that of restraint; but it is the restraint of the string that enables the kite to float among the stars; or of the cylinder which confines, and thus clothes with an immeasurable might, the thin steam that had else been lost in the open air. It is a popular error, that the main purpose of good government, in the family and school, is the preservation of quiet and order; that obedience is only preliminary to the real business of the fireside and school room; and that, if by persuasion or sugar plums some tolerable quietness can be attained, all the objects of government are fully secured.

It is true, that an immediate and not unimportant end of family and school discipline, is the maintenance of so much order as will permit the processes of instruction to proceed without impediment or interruption, but it has a far higher utility than this. It is itself a potent agent of education, and a vital element of human progress and well being.

Government is a fundamental need of the human soul. We are the creatures of law. Over all without and all within us, it holds its high and resistless control. The vast universe around us is law built and law bounded. The pathway of progress is to us the pathway of law, and the grand problem of our life is to fulfil the laws that prescribe the methods and purposes of our being. To raise us to the comprehension and felt control of these laws must

be main aims of all true education. We must be trained as subjects of the divine government; but to the high moral impulses and restraints of that government, the soul of the little child cannot rise. He needs some interpreter or minister of the law to command and direct his obedience. He must be taught to obey the divine, by learning to obey the human. In that grand mould of moral law, in which God seeks to stamp the sublime rectitudes of his own character upon the human soul, the outlines are a world too wide for the stature of the child. The family discipline should act as a medium, to accommodate the pressure to the forming character of childhood, till the trained conscience has no longer any need of a human minister of the law, and the educated mind renders a ready and self prompted obedience to the principles of eternal rectitude. This is self-government—the self commanded obedience which the disciplined spirit pays to the great moral code which Deity has written upon the heart and conscience. This sublimest result of human education is the triumph and crown of correct discipline, and till this result is reached, the human soul is not educated to its sphere—a sphere, in all its varieties and extent, bounded by resistless, relentless law.

The success and well being of life demand that childhood should be subjected to the discipline of a strict control. Our nature is two fold. The passional part leaps into life full grown and armed. The intellectual nature requires the patient training of years, ere the regnant reason can hold the throne, and subject the propensions of the soul to the dictates of an enlightened conscience. Hence, to restrain the passions is as important, in right education, as to cultivate the understanding. A rigid discipline keeps the passions under restraint till reason can grasp the reins, and thus installs the child in possession of himself. It renders the will the servant of the judgment instead of the slave of the passions. Intellectual cultivation is generally impossible till the will is somewhat broken to restraint, but no mere cultivation of the intellect, however high, can supply the place of that discipline of the will which may render it the cheerful subject of law. Talent and education, in the hands of a man of unschooled passions, are but instruments of mischief and ruin. The world, perhaps, wit-

nesses few more talented congregations than those that are seen within the halls of our great penitentiaries, and their preeminence in crime often proves at once the acumen of their intellect and the strength of their ungoverned passions. The unhappy Professor Webster charged his crime upon that ungovernable temper to whose tyrannical sway his parents left him a helpless victim.

The parent or teacher who fails to govern the child under his care, leaves that child to a struggle, often life-long, with insatiate passion, or consigns him to the tyranny of a will whose wayward impulses will, sooner or later, urge him to some fatal transgression. The subject of law without the power to obey law, the unhappy child finds his interior condition and external circumstances hopelessly at war. There is an antagonism in his undisciplined soul which must embitter life with a ceaseless and terrible conflict between duties and desires.

In proof of these positions we may appeal to all observation. How irritable and unhappy the ungoverned child. Its fretful impatience is but the unconscious pleading of its spirit for control: and who has not seen how calm and happy and affectionate the little one becomes when it is once thoroughly subdued by parental discipline. How quiet and studious and intelligent the school boy whose discontented and rebellious spirit has once been made to yield to the firm government of the faithful teacher. Till then he is the victim of a tyrannical will that refuses all restraint, and frets and fumes under the mildest and most benignant law. A stern discipline alone can relieve him from the stubborness of a lawless temper, and place him under the rightful and happier reign of reason and conscience He who, through foolish fondness, fails to teach his child obedience to rightful authority, consigns that child to a life of unrest and discontent. He sells him to a slavery darker and more dreadful than that of the South, and happy he, if the child does not live to curse the parent who so falsely indulged, and pampered into power, the will that holds him in its bitter thralldom.

The sternly disciplined will contributes more to a high and honorable success in life than even a cultivated taste. It will, doubtless, be found, on careful inquiry, that the truly great men of the world

owe much of their success to the strictness of the paternal government that curbed into order and regularity the wayward tendencies of their childhood. The current of their life gathered intensity and power from the very straitness of its channel. No sugar plum training nurtured, in our own Washington, that indomitable resolution and stern integrity on which a nation has reposed in confidence and safety. The Puritans were stern family disciplinarians: and the splendid history of their descendants bears noble testimony to the wisdom of their course.

All attainment becomes possible to the well governed pupil or school, and the education of such pupil or school will be sound, practical and permanent. Let but the great law of order be established, and all virtue and all wisdom will come to dwell in peace under its sway.

The pampered and petted child of genius may flash, meteor like, for an hour, athwart the skies of life; but it is left for the man, trained under the sanctities of law, to imitate the fixed star, in the sublime and lasting splendors of its path. To his disciplined spirit, law is no longer the yoke of an irksome and severe servitude, fettering his free soul to the dull drudgery of a constrained righteousness, but the golden clue and guarded path to the heights of happiness and power.

We discuss not, now and here, the means of government, but its ends. Whatever be the methods adopted, the result should be prompt, cheerful and perfect obedience; and by whatever penalties discipline is enforced, this high result should be invariably secured. The pupil must be enabled to hold in restraint every errant impulse, and bend, in silent and graceful submission, to the lightest behest of rightful authority. The parent or teacher who has cultivated in a child, the power of such obedience, has opened to that child's feet the easy path to an energetic, intelligent and useful manhood. He has subdued for him "the hell dogs that beleaguer the soul," has quelled the antagonisms of his passional and intellectual natures, and has reduced the machinery of his mind near to the harmonious and powerful play of its normal state.

Finally, all discipline should have, as its specific aim, the good of the governed—the development, in the soul, of the sublime power of

self-government. While it should secure present submission, it should also educate the will, the great motor of the mind, to regular, certain and sustained action, and enable it to marshal the powers of the soul to meet all the demands and duties of earnest and active life. More useful by far, and far more needful, if but one can be had, is such education, than that which crowds the mind with the gathered stores of knowledge, or burdens it with the cumbrous formulas of science. "He that ruleth his own spirit is better than he that taketh a city." An appeal to the history of the men of high executive talent, the men of tireless energy, and indomitable perseverance, who have illustrated humanity by the might of their achievements, would amply confirm our views of the value of discipline. And so the fretful discontents, and unhappy, misspent lives of common men would, if read aright, often utter a terrible condemnation upon that absence of correct family government which so many parents excuse under the foolish plea of excessive love for their children—a love that would leave those children to perish in the embrace of a serpent rather than snatch them with a strong, stern grasp, from its circling coils. Happy is it that this fundamental element of education lies within the reach of the humblest and most illiterate parent. Let him use it well and he may see again the old story illustrated; the sternly disciplined son of poverty and toil, rising to those high places of rank and power which the pampered child of wealth once claimed as his own proud birth right. "It is good to bear the yoke in one's youth." To the broad shoulders of trained manhood, it will be an ornament of grace and an instrument of power.

CRAFTY men contemn studies, simple men admire, and wise men use them; for they teach not their own use; but that there is a wisdom without them, and above them, won by observation. Read not to contradict and confute, nor to believe and take for granted, or to find talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention.—*Bacon.*

BE THOROUGH.

In a letter received this week from an eminent scientific man and teacher, occurs this expression: "Habits of systematic study and research; without these there is no progressive or permanent attainment of knowledge." Here is a profound practical truth, worthy of being written on the heart of every pupil and of every teacher. "I have forgotten more law," said an eminent barrister, in the heat of debate, to a youthful pleader, "than you ever knew." It was a foolish boast. Men never forget what they really know. A superficial scholar may range over wide territories of thought, and perform prodigies of study, but he is like a man who should throw everything he found valuable into one promiscuous heap, unprepared and unarranged; and the consequence is he can never find a fact nor a thought when he wants it; and his mind, like an old garret, is full of useless rubbish, much of which actually perishes for the want of proper care.

The first requisite of a good scholar is never to pass over any statement or principle without thoroughly understanding it. His progress may be slow at first, but it will be sure. He will soon have a memory that may be relied upon, and will seldom be under the necessity of retracing his steps. Dr. Johnson has somewhere expressed the idea, that a man who would have a reliable memory must never allow himself to make an assertion that he does not know to be true. He that allows himself to utter falsehoods or incorrect statements, will soon lose all power of relying on his own opinions. This is profound philosophy.

Any man who has set himself conscientiously to examine any subject depending upon the testimony of other men, will soon find that more than one half of the writers on that subject are worthy of no credit whatever, simply because they make hasty unverified assertions. We want more *accuracy*, more truth. It would be an instructive but painful task to collect the scores of false historical statements that have been made hundreds of times in our newspapers.

It is not necessary for a class in Geography, for instance, to learn everything in a large or ordinary treatise on that subject, but

what they *do* learn, viz, the grand facts, they should learn thoroughly. A hesitating, half-formed and half-believed answer to the questions, How wide is the Atlantic Ocean? How many States are there in the American Union? How long is the Mississippi river? What are the highest mountains? should be more unsatisfactory to the teacher than total ignorance on the subject. We are of opinion that one of the most valuable requisites in a good teacher is the power of directing the pupil what he should learn thoroughly, and then insisting upon accuracy and independence.

We were once informed by a man who had acquired great wealth that it had been his invariable habit, every night before retiring, to recall to mind every cent that he had expended during the day, and all that he had received, and he was never satisfied unless he found a perfect correspondence with the cash he then had on hand. This was applied to small matters, not made the subject of book account. The consequence was, of course, great accuracy of business habits, which gave him his vast wealth. Let scholars and teachers, too, learn a lesson from the care of true business men. Order is Heaven's first law, the infallible precursor and securer of success.

E. O. H.

SPELLING.

Perhaps no attainment more significantly marks the finished scholar than correct orthography. Every one suspects the soundness of his learning who spells poorly. This branch of education has, therefore, always, and justly, commanded a large share of attention in our common schools, and many new, if not improved methods of teaching it have been proposed. The following, which we extract from a late number of the New York Teacher, will be read with interest by the teachers of our winter schools:

I. *The Good Old Way.*—This consists in giving out a lesson to be studied, and when studied according to the directions, the recitation is conducted according to the oral method; that is, the teacher pronounces the word and the pupil spells it. This method must ever continue to be the main reliance for teachers generally, as it

is by far the most expeditious. More can be accomplished in a given time by this method than by any other now employed. The teacher should be prompt in giving out the word, and should rigidly insist on plain articulation, prompt utterance and a regular pronunciation of syllables as the pupil progresses. He must also see that every pupil pays close attention and spells mentally every word given to the class. The accomplishment of this requires much vigilance and skill.

II. *The Sentential Method.*—In practicing this method, the teacher repeats a sentence, and the pupils spell a word each in regular order till it is completed. One advantage is that words are spelled in their appropriate connection, and not as mere abstract syllables. Another is, that it secures the undivided attention of the class, that each may be in readiness for his word. It is also valuable as a discipline to the memory.

III. *The Written Exercises.*—There are several ways of conducting an exercise of this kind. Some propose a series of words which are written by the class, after which the slates are interchanged, and the necessary corrections are made. This is supposed to prevent frauds sometimes committed by some of the other methods. Some teachers pronounce a number of words to be written, and the recitation is carried on as follows: the pupils rise at the pronunciation of a word by the teacher, and one of the class is called upon to spell it as he wrote it. If all agree, they sit; if not, they remain standing, and the teacher calls for the different methods, till all the varieties are presented. The proper spelling is then announced by the teacher, and all correct their errors. A similar process is pursued till the whole lesson is completed.

The practice of writing the spelling exercises is highly commended by all who have tried it. It secures the continued attention of every member of the class. It makes spelling practical, which the oral method in many cases fails to do. And it affords practice to penmanship—an item not by any means to be overlooked. Of course this exercise will be confined mainly to the more advanced scholars. It should not be practiced much till pupils can write with a tolerable degree of dispatch, on account of the time required to carry out this plan.

Words to be Spelled.—Aside from the words usually found in spelling books, there are many that should receive careful attention. Among these may be mentioned proper names of persons and places, giving the preference to those most in use. All the ordinary names of individuals may thus be impressed on the memory, and when there are different methods of spelling or pronouncing the same words, let them be pointed out so that writers may be on their guard when called upon to use them. The same may be remarked of geographical names. Let those of the pupil's native town and State be first acquired, and then branch out to the whole nation and world, as time and other circumstances may require or allow.

Words should be selected with reference to the practical wants of life, so that, when the pupil becomes a man, he may not be subjected to the mortification ever attending a poor or medium speller.

Accompaniments to the Spelling Exercise.—There are many things to be looked after in teaching spelling besides the mere naming of the letters. Pronunciation is one. Among the many things for which a teacher is responsible, the pronunciation of words is not the least. Let him them be very particular on this point, and from the a-b-c-darian to the best pupil in the "First Class," let him insist on perfect accuracy in the pronunciation of words.

Akin to this is definition, which from its intimate connection with spelling may be said to constitute a part of it. Pupils should at a very early age be taught the use of the dictionary, and their attention should early be called to the method of deriving one word from another. The prefixes and suffixes may be introduced quite early in the course, and their import and use explained.

A good way to awaken the minds of the pupils to the subject of spelling and definition, is to require each one to select a word or more to be presented at the conclusion of each spelling exercise. When the time arrives, let each arise in his place and pronounce his words, giving the spelling and definition in connection. This will cause learners to look out during the day for good words, and thus cultivate habits of observation. Such an exercise properly conducted, will make a lasting impression, not only on every pupil of the school, but on the whole district; for it is a proposition susceptible of actual proof, that a "live" teacher will make his mark on the whole district in which he is engaged; nay, more, on the entire community about him.

The following method, taken from an old volume of the Massachusetts Teacher, is said to have been practiced in a large school in that State for some years:

A teacher well known in this Commonwealth suggested to the writer the following method, which had been employed in his own school with good success. The details may of course be varied to suit any school of a similar kind, The method which the writer, in compliance with the above suggestion, has adopted is this: We have but two public exercises during the week, generally at the close of the afternoon school. As a preparation for these exercises, *fifty words* are written upon the blackboard a sufficient time beforehand to enable each pupil to study them, copy them, if he sees fit. At the time appointed these words are erased from the board; all lists and copies must be laid aside; and the pupils have provided themselves with pencils and slips of paper sufficiently large to contain the whole lesson. Each pupil must put his name at the head of his list. The teacher then announces the words in any order that may be suggested at the moment. Each word is pronounced twice and then some brief sentence containing the

word is suggested, so that the pupil, who writes each word as it is pronounced, may have the advantage of knowing the meaning as well as the sound. The exercise usually occupies but fifteen minutes. The lists are then gathered up without allowing the privilege of correction; and the exercises of the school go on as before. In this way one hundred words a week, and, in a term of fourteen weeks, more than one thousand words pass under review. In a year's exercise, nearly all the common words in our language, which afford any danger of error, might be submitted to scrutiny.

The lists written upon the board are usually composed in this way: The words are taken from newspapers and common books, as the eye is suffered to pass over the page. We select only those words that are in danger of being misspelled. Hence, most words of one syllable may be omitted, and many polysyllables afford no temptation to error, unless there is an "obstinate activity" in doing wrong. Some lists may be composed of proper personal names, and then again of geographical names, or scientific terms or other matters, as the teacher may suggest. After the exercise, the lists are examined by the teachers, or—a far better method—they are distributed by tens to those of the pupils who have shown themselves above the danger of gross error. They are expected to report the next morning, and the result is read to the school. If any pupils have exhibited too much negligence, they are expected thereafter to spell in private, in preparation for the public exercise, till they give some symptoms of convalescence.

The advantages of this method are obvious. It is a pleasant exercise; scholars rarely fail to become interested, however listless they may have been before. The "morning news" is frequently sought as eagerly as dispatches from Congress. And then, the words are *written*, and not merely spelled. Nothing is more common than for pupils to spell with infallible accuracy, and then dishonor all the rules of orthography in writing the same words. This evil is in a great measure obviated. Pupils also learn to *write* with accuracy. That kind of carelessness that considers an *e* legal tender for an *a*, or decides that certain twitches of the pen belong to the genius of *t's* or *i's*, simply because they are surmounted by a cross or dot, meets with little favor here. This method may not be so appropriate for young pupils; but for advanced schools it cannot but be profitable. If it is not the best way, it is certainly a fair substitute till we find the perfect method. Our pupils must in some way be taught to spell.

Where the oral method is practiced, the following plan of conducting the exercise will be found to possess many advantages. Let the words be pronounced to the pupils in the usual manner, but without pausing to correct the words that may be misspelled. When a mistake has been made, let any succeeding pupil who has detected it, correct the error instead of spelling the word pro-

nounced for him. If his amendment is incorrect an appeal may be made immediately to the class, any one being allowed to attempt the correction who, by raised hand, shall indicate that he knows the word; or it may be passed on as before for some one else to detect and correct. At the close of the exercise, if any words remain uncorrected, they should be proposed to the whole class for new study. The chief advantage of this plan is its power to arouse and fix the attention of even the largest class. The pupil, also, by this method learns to *detect* mistakes, which is scarcely less useful than to *correct* them. Corrections will often be offered where no error had been committed, and thus deficiencies will be brought to light and removed which might otherwise have escaped detection. Whatever be the plan pursued, and perhaps all methods may be profitably employed in turn, every pupil should be taught to spell correctly and without hesitation.

EDUCATE YOUR CHILDREN.

No holier duty and no higher privilege pertains, my good friend, to your paternal state, than the education of that little child you so fondly call your own. There is, in the stout and noisy boy that plays about your door steps, the stuff of which men are made. In that obstinate will which costs you so much trouble to conquer, and in the restless activity and endless curiosity which pile your garden with snow or block houses, and tire you with ceaseless questionings, there is the very metal of an energetic, intellectual and glorious manhood. Rightly trained, that noble boy and graceful girl, whose ringing laugh makes you young again, may rise to the companionship of the best and bravest of the land, and may themselves worthily walk the widest paths of greatness and of goodness. In the prime of his coming manhood, that infant son, if you secure him the proper education, may revel amidst the lofty enjoyments of a cultured intellect; may track eternal truth to her profoundest retreats, and add coined wisdom to the treasures of science, the undivided wealth and common heritage of his race.

But it is yours to inscribe his yet unwritten history with gloom or glory. As you educate him so he shall be. He lies in your hand, the rude ore, to be cast out to the fit fellowship of clods, and to be trodden under foot; or to be refined in the fires of a correct discipline, and stamped as current coin in the world's wide mart. All unconscious of the possibilities of power and goodness within him, he plays on, trusting, with a sacred confidence, all his future interests to your tried care. All the capacities of his heart and mind silently plead and solicit, not wealth to pamper his pride and crush out his energies, but a sound and practical education that may enable him to become all that it is possible for him to be. You owe it to that trustful boy to be his true father and friend, not to indulge his wayward fancies; not to leave him to the education of chance; but to stamp on him the type of an intelligent and honest manhood, and to open to him the avenues of a happy and useful life.

Nay, more; you owe it to society to educate your children. You have added to its numbers, and it may rightfully claim of you to see to it that the members you have introduced to its great brotherhood, shall be fitted to bear an honorable part in its toils and triumphs. You have no right to send a savage into the bosom of the human family, where you may send a sage.

If another motive is needed to urge you to educate your child, find it in the high boon heaven has granted you in giving you the privilege of such education. In that child's soul there is a mine of wealth deeper and richer than commerce ever dreamed of, and you are permitted to stamp your own superscription upon it all. It is your proud privilege to unfold those young minds into a lofty intellectual life, and to build up that boyish being into a bright and beneficent manhood. It is as if you were allowed to reproduce yourself in living marble, and that not as you are, but as you would be, with every virtue enlarged and every fault corrected, and thus transmit to the next generation an amended copy of yourself. You may have a pride and a property in every flash of that bright intellect, and in every sweep of his educated thought. The echo of his well-earned and high praise will whisper your name to the world, and the glitter of his wide renown will light the darkness of your descent to the grave. And still better, in the noble strength of his virtuous principles and the warmth of his cultivated affections you may build for yourself a sheltering home more enduring than marble, and safer far than houses and lands. Those little boys and girls that play around your hearth-stone, well and wisely educated, will stand as a living wall around your old age, and shelter your winter of life from every want and wo. Yes. Educate your children; not according to their wayward fancies; not with some narrow regard to their business merely; not with close respect to their dullness or brightness of parts—the dullest mind, like the hardest marble, often takes the polish more slowly but, more perfectly and enduringly than those of quicker apprehensions—but educate them soundly and thoroughly, with the best attainable physical, mental, moral and religious training.

SCHOOL ROOM DUTIES. No. 1.

In our State, there are two serious obstacles to Educational Progress:

First. The people have no just appreciation of the importance of the Teachers' office.

Secondly. Teachers generally make no specific preparation for the duties of the School Room.

The *former* must be gradually removed by the various means which tend to elevate the standard of Education, but for the *latter*, there is an *immediate* remedy; a remedy which is in the Teacher's own hands, and under his entire control.

It is, indeed, a most deplorable fact, that so many rashly assume the Teacher's office without a single glance at its fearful responsibilities.

Crude, giddy girls who have nothing else to do, and half fledged Students whose finances are low, go forth annually to swell the Teachers' ranks, and give to immortal mind its moulding. Who can calculate the consequences of this step which many a tyro thoughtlessly takes to replenish his empty pockets? What inaccurate habits of thinking; what impatience of wholesome restraint; what settled hatred of mental labor, found in the man, does not spring from the careless instruction of the child?

There is a fatal error in the popular belief *that anybody can teach children.* Indeed, at no other period of life, is bad teaching followed by such invariably pernicious results. The incompetent instructor would shrink from labors too early sought, *if he could trace one mistake to its ultimate influence.* In childhood, when the relish for novelty is so keen, when the sympathies are so warm, and memory so quick and retentive, when the mind catches those permanent impressions which shape its destiny, and which eternity can never efface. How vitally important that it should be placed under the guidance of one who is wise, judicious, and thoughtful.

How patiently should the teacher search out every avenue through which he can awaken its moral sensibilities! How earnestly should he study to develope its faculties in beautiful and graceful harmo-

ny! And is a mere novice who has weighed neither these obligations nor his own capacity, competent for such a task? Can a bungler in science arrange its elements so as to make them attractive to the child?

We earnestly urge all those intending to become Teachers, to bring to the school room a generous spirit of self sacrifice, and a rigid and specific preparation for its duties.

On the best methods of performing these duties, we shall pen a few articles for the ensuing numbers, directed more particularly to young Teachers. W.

For the Journal of Education.

TARDINESS AND IRREGULAR ATTENDENCE.

These two evils are becoming, in many places, so general, and so pernicious in their influence, as to call imperatively for an effectual remedy. From attentive observation in schools, and from inspection of registers kept by teachers, it will be found that those who are frequently tardy or absent, feel but little interest in school, and make no very great improvement in their studies. Reason and common sense would both tell us that such a state of things must be the legitimate consequences of these influences. The evils are especially to be deprecated from the fact that they effect, not only the pupil who is directly the subject of them, but also the whole school. This will be evident from an example:

A tardy scholar enters a school twenty minutes, or half an hour, perhaps, after its commencement for the day. No sooner does he cross the threshold than he seems to be trespassing upon the rights of others. The stillness of the school is, of course, interrupted by his entrance, and the attention of the pupils is diverted from their books. It may be for a moment only, to a single pupil, but for the whole school the aggregate amounts to a portion of time that is really worth taking into account; and especially is this true, if it occurs several times in the course of the first hour or two of the school. In addition to this considerable loss of time, the diversion

of the school from the books is a serious evil. One of the grand secrets of success, in any department of business, is a close and uninterrupted attention to the object of pursuit; and one of the happiest qualifications a teacher can possess, is the faculty to keep his pupils constantly employed, yet if the practices of which we are speaking, are allowed to prevail, this will be exercised to little or no purpose.

But our tardy pupil must now reap his own reward. Upon taking his seat in school, at a late hour, he finds that the reading exercise, perhaps, of his class has closed. He has thus lost one of the most important advantages his school affords. At the very commencement of the day's duties in school, his desire for improvement receives a check, from the consciousness that he has met with a loss. His fellow pupils have their lessons already partly prepared, and he commences his task with the full knowledge that he must labor at a disadvantage, and with the galling consciousness of being in the rear, throwing a gloom over the cheerfulness of his mind—time is against him—the hour for recitation is near at hand, and he doubts if he shall be prepared for it when it arrives. This very doubt is more than likely to occasion his failure. Here is a very important principle to be observed in the instruction of youth. A person who, in any enterprise, doubts his ability to accomplish his object, is laboring with wind and tide against him —but when efforts are put forth accompanied with sanguine hopes and ardent expectations, success is much more certain.

And thus, as we have said, our tardy pupil goes through the day, his mind fretted and ruffled at his ill success, and his ill success hanging like a weight upon his ambition. He does not enjoy his school, has no consciousness of improvement, and, as a matter of course, dislike for study will follow. His want of interest may, perhaps, furnish him or his parents, with an excuse for absence on the morrow. The evils likely to follow in this case, are similar in kind to those of tardiness; though their injurious influence is more immediately apparent. Upon returning to school, after an absence of one or more days, he finds his associates far in advance of him. To pass over what they have accomplished in his absence, would take a link from the chain of his progress,

which he can hardly spare. To toil along alone for several days before he can take his place in his class, requires more patience and self-denial than most young people possess. He becomes disheartened, considers study an uphill work, and gives way to a kind of despair that paralyses his ambition.

The most lamentable view we have of this subject is, that in neither cases mentioned does the scholar perceive the true reason of his failure and trouble. He is not aware that he is himself the cause of his own ill success, and after his dislike has once commenced, the most probable event is that you will hear a complaint about the school or the teacher. We believe that facts warrant the assertion, that the persons whose complaints about school are the loudest and most frequent, are those whose children are the most tardy and irregular in their attendance.

We appeal earnestly to the parents and guardians of youth, and to all others interested in the cause of education, to use their influence for the removal of these evils. Teachers can do much to remove them, but without the aid and co-operation of others, there efforts can avail but little. Could the community really know and understand the extent and influence of these evils, we have entire confidence they would soon cease to be matters of complaints among us, S.

EDUCATION OF TEACHERS.—"As is the teacher, so will be the school," has become a proverb. In our efforts, then, to advance the interests of education, we should look carefully to the character of the teachers employed in our primary schools; for the schools will never advance beyond the attainment of their teachers.—Teachers, then, should be models of excellence. They may possess a sufficient amount of learning to pass a creditable examination in the branches usually taught in common schools, and still be poorly qualified to take the charge of schools. Instructors of youth should be thorough scholars, it is true. In addition to this, they should be *apt to teach.* Moreover, their personal, intellectual, social and moral habits should, in all respects, be what their scholars may safely copy. To qualify teachers for the proper dis-

charge of their duties of their profession, they need a specific training. An academical institution, or a college, whose graduates are not good school teachers, should no more be condemned *as a literary institution*, than one whose graduates are not good lawyers, physicians, or divines. The graduates of literary institutions should be *good scholars*. They are then qualified to enter advantageously upon a course of professional study. A mere graduate, or scholar, can hardly be supposed to be better qualified to teach school, than to practice medicine. I should place as high an estimate upon the judgment of a man who would employ such a person as a family physician, as upon the judgment of one who would employ him as the teacher of his children.—IRA MAYHEW, *Sup't*, 1849.

For the Journal of Education.

CHILDREN'S PARTIES.

The following was handed us by a lady occupying a high position as a teacher in this State. May it prove a word to the wise. Ed.

We clip the following from an exposition of School rules furnished by a teacher in Baltimore to the parents of the pupils. It is prefaced by the remark that parents and teachers, and all who are engaged in the great work of education, should take trouble to understand each other, that they may unite their efforts and systematize their labors in developing the character, in moulding the hearts, and shaping the destiny of the immortal beings committed to their care. That the rule explained is not prompted by any unsympathizing desire to deprive the playful years of childhood of their necessary amusements and recreations, is evident from a farther examination of the regulations of the school in which we find dancing, forming a part of the regular daily exercises:

As it is approaching the season of balls and parties, the first rule of our institution, which we will explain, is that of not granting young ladies permission, while students, to attend either. Our reasons for making this rule are simply as follows: First, it tends to dissipate the mind. It cannot be upon balls and parties and the earnest pursuit of knowledge at the same time. Even could it, (which is impossible,) there is a gap of some one or two days for each party, taken from the *short* time allotted for a young lady's education. For a day or so previous to going to the party, the mind is inclined to dwell upon the preparations for the occasion;

the day of the party, upon the anticipated pleasure of the evening; the day *after*, it lingers over the past enjoyment. Here are three or four days which, though the *body* may be present in the school room, the *mind*, if not wholly elsewhere, is so distracted, that little is gained by study, and no impression left thereon by instruction. Now, with the short space allotted to females to gain, at best, *their little* of education, can they afford thus, every one or two weeks, to gap out from that short space for acquiring knowledge, so many of those precious hours? precious, not hours, *days*. Can any one, knowing the value and importance of knowledge, conscientiously permit the child thus ignorantly and unwittingly to rob herself, without making every effort, not only to awaken her to this *self-injustice*, but to place every bulwark along her path, to keep her from temptation. This is our objection—Mentally.

Morally—A child mixing in a party with any large number of children, whether of small or large growth, among the illiterate or cultivated, rich or poor, there are many things to be met with objectionable, as far as the impress they may leave upon the soul. In small children, there is the love of dress, their little rivalries, their petty envies and jealousies, their consequent little slanders and gossiping. These, though, small. leave their dark foot-prints upon the heart.

Children of more advanced years have these same disadvantages with the chance of formrng improper scquaintances—male acquaintances. Improper, to say the least, as far as their own lack of mental and moral cultivation may effect these young, untried beings, with judgments yet unformed. Now, these moral and mental disadvantages combined, we think any one, upon the reflection, will see a prolific of too much danger to the future being, for the conscientious guide not to guard against them.

"Establish common schools, and sustain them and you will most assuredly fix a place where all classes will in childhood become familiar, before the influence of pride, wealth and family can bias the mind. An acquaintance thus formed, will last as long as life itself. Take fifty lads in a neighborhood, including rich and poor, send them in childhood to the same school, let them join in the same sports, read and spell in the same classes, until their different circumstances fix their business for life; but let the most eloquent orator that ever mounted a western stump, attempt to prejudice the minds of one part against the other, and so far from succeeding, the poorest of the whole would consider himself insulted, and from his own knowledge stand up in defence of his more fortunate schoolmate. The ties of friendship formed at school, outlive every other where relationship does not exist. Can any man meet the schoolmate of by-gone days, without feelings that almost hallow the greeting?"

If such is the influence created by common schools, who would not wish to see them established in every corner of the State?—Who would not wish to see such feelings cherished in every youthful breast? If the rich would but consult the future interests of their children, and not their pride and vanity; if they would raise them up to be beloved and respected, and not to become a by-word and a reproach among all their neighbors, and to be despised and pointed at with the finger of scorn whenever they pass the streets; they would countenance and support the establishment of public schools adequate to the wants of the whole community. Nothing more is wanting to put our schools on high and prominent ground than the general co-operation of the public and a full supply of well qualified teachers. Time and the measures going into operation will ere long furnish these, and there can be little doubt that the good sense and reflection of the public will soon lead to that co-operation. But whatever may be the obstacles to universal education, and however great and many the difficulties to be encountered, they must be met and overcome. "The people must be educated or the government cannot stand.—J. B. PIERCE, *Sup't*, 1838.

Youths' Department.

ADDRESS TO THE SCHOOL BOYS AND GIRLS OF MICHIGAN—When Napoleon Bonaparte wished, before battle in Egypt, to inspire his soldiers with more than common courage, he told them that forty centuries were looking down upon them from the tops of the Pyramids. He meant that they were to go to battle in sight of those old monuments that had stood there nearly four thousand years, and it was as if the ancient builders, and all who had lived there since, had gathered on the summits to see the Frenchmen fight. My dear boys and Girls, no fancied dead men, but a real, live nation are looking at *you*, in your school rooms. Millions are watching you, as you go to and from your little school houses, books in hand. Statesmen talk about you in Congress, and the wisest and greatest men in the land hold great meetings to consult anxiously about your improvement. Pale men of learning sit up late at night, to write about you, and for you. The legislature have enacted books-full of laws to regulate and improve your schools, and when orators wish to stir the feelings of the people, they talk about the rising generation, the school boys and school girls of the land. If the French soldiers fought bravely in the sight of the pyramids, how bravely ought you to study, my young friends, in the presence thus of all the good and great men of the land. And why, think you, is all this anxiety about your education? "That we may grow up to be good and wise men and women," says some thoughtful little boy or girl. Yes, my brave boy, that is it; but there

are reasons why you should be wise and good that you may not yet understand. Listen! If you were making a box to preserve some old and costly jewels that your fathers had loved and died to obtain, how strong and beautiful would you strive to make it. Well, such jewels are the laws and liberty of this great country, Over these jewels the President, and Congress, and the really wise and great men of the land are watching to keep them safe, and to leave them to you, and all the men that shall live hereafter. And you, my young friends, your hearts and minds are the strong boxes they are seeking to prepare to receive and preserve these jewels till the children after you shall be old enough to possess them. Think, Boys, this vast country, and the great government that Washington and the good old men of the Revolution formed, will soon be yours. And we, your parents and teachers and grown up countrymen know it must be so. We must die and leave it all to you. We are glad you are to have these things which we love so well; but we are afraid to leave them in your hands without we see you becoming wise and good. We hope for grand and glorious fortunes for this broad and noble land, and for this great world, in future times, and we hope for them through your wisdom and goodness. There are many great sins and evils in the world which we shall never live to remove; we hope you will be stronger and braver men than the men of this generation, and, hence, we watch and support your schools that you may grow wise and strong. Study hard and patiently, my good Boys and Girls; learn little by little, lesson after lesson all, you can. Learn to be brave, to speak truth, and to do right. You are to live in a wonderful and glorious age, and you will need every lesson, not merely to make money and get office, but to render your country more beautiful and blessed and to make the world free.

From month to month, we shall talk to you, in these pages, about your schools and studies, and we hope many of you, all over Michigan, will read what we say. And if we make you love your books and teachers better, or study more pleasantly and faithfully we shall rejoice that we wrote.

Politeness.—A worthy, but somewhat vulgar woman, residing in a secluded village, expected a visit from strangers of some distinction. On the spurr of the occasion she called her children together, and said: 'After I have dressed you up, you must sit very still, till the company comes; and then you must be sure to get up and make your bows and courtesies; and you must mind and say "yes ma'am," and "no ma'am," "yes sir," and no sir,"—"I thank you."' The visitors arrived—and the children, seated together like 'four and twenty little dogs all of a row,' uprose at once, bobbed their bows and courtesies, and jabbered over, "yes ma'am—no ma'am—yes sir—no sir—I thank you. There, mother, now we've done it!"—*Mrs. Child.*

MONUMENTS—KNUD IVERSON.

Have you ever seen a monument? Perhaps you have all visited some grave-yard or burial place near the church, where sleep the bodies of the dead: and you have seen the tomb-stones of various sizes and shapes. These are all monuments, erected to perpetuate the memory of the dead. The largest monument in the world are the Egyptian pyramids. A man would have to take two hundred and forty long steps to pass by one side of the largest Egyptian pyramids, and nearly one thousand steps to walk around it. That makes each side about 700 feet long—for the bottom of it is square.

How high is it? So high that if you should take twenty common two story houses, and pile them up, one top of the other, they would only reach up as far as the largest pyramid. It is more than 400 feet high. What an immense structure! It is made of large stones, and grows smaller as it rises towards the top.

These pyramids are supposed to be monuments over the bodies of kings, like a great house built to accommodate the dead carcass of a cat.

There is a great monument near Boston, in Massachusetts, called the Bunker Hill monument." Bunker Hill is where our fathers, many years ago, fought a severe battle with the English army; and because they fought so bravely, the Americans have put up a tall monument, higher than all the churches around, so that when children see it and ask, "What is that great stone pillar built for?" the parents may say—"that is the place where our fathers struck the first great blow for our independence."

There are some very elegant monuments in the city of Baltimore, which is, therefore, called "The Monument City;" and there is now being erected a very large and costly monument in the city of Washington, to be called the "Washington Monument," in memory of the "Father of our Country."

But there is another monument, about which I wish to say a few words, a monument that is to be built in the west, in the city of Chicago, Illinois, over the grave of a little boy. Did you ever hear of such a thing? A splendid monument to tell of the greatness of *a little boy*. Who was he, and what did he do? His name was *Knud Iverson*, and he lived in Chicago. A company of wicked boys asked him to steal some fruit out of a garden for them; he would not do it. It was near the shore of Lake Michigan. They insisted that he should steal; but he knew that it was wrong, and told them that he would not. They threatened to push him into the water and drown him if he would not steal; he said I *would rather die than steal*. Noble boy! we love you, for your firmness and your heroism. They pushed him into the water and ducked him till he died—died because he would not steal, and his

soul went home to God. Glorious boy! better is such a death then the longest life man ever lived on earth. Let the tall monument rise above thy grave, and let all the boys and girls of the world see, how we honor the boy that would "rather die than steal."

E. O. H.

WASHINGTON'S RULES.

These rules are extracted from a list found among Washington's papers, after his death, and said to have been written out by him, in a fair hand, at thirteen years of age. We commend them to our young friends, the school boys of Michigan. May they make you as they made him, in manners, kind, dignified, and honorable; in character, noble, just and great. Write a copy of these rules, boys, and put them in daily practice.

"Every action in company ought to be with some sign of respect to those present.

"Read no letters, books, or papers in company.

"Come not near the books or papers of another, so as to read them.

"Look not over another when he is writing a letter.

"Show not yourself glad at another's misfortune.

"Let your discourse with others on matters of business be short.

"It is good manners te let others speak first.

"When a man does all he can, do not blame him, though he succeeds not well.

"Take admonition thankfully.

"Be not hasty to believe flying reports, to the injury of others.

"It is better to be alone than in bad company.

"Urge not your friend to discover a secret.

"Speak not injurious words, either in jest or earnest.

"Gaze not on the blemishes of others.

"When another speaks, be attentive.

"Be not apt to relate news.

"Be not curious to know the affairs of others.

"When you speak of God, let it ever be with reverence.

"Speak not evil of the absent.

"Labor to keep alive in your heart that spark of heavenly flame called conscience."

"No one will see you" said one boy to another whom he was urging to do something wrong. "*I shall see myself*," was the noble reply, "and I should not like to catch myself doing so mean an act."

The boy who never has occasion to be ashamed of himself, need not fear the loss of the respect of others. There is no plea so foolish, boys, for doing mischief, as that no one will see it. God sees it, and your own soul sees it and feels it too, and sooner or later the world will see it. If you act dishonestly now, you will be a poor rascal, by and by, and cannot help yourself.

TRY AGAIN.—A few years ago, in a country academy, a whole class found themselves unable to solve a problem in Day's algebra. The teacher gave it back to them for a second day's trial. The second recitation came, and no member of the class had solved the problem. The teacher inquired if they had done all they could do, and were ready to hear an explanation from him. All but one assented, and he was silent. It was a sorry sight,—a whole class surrendering! The teacher was about to proceed, when a young man of the class arose and asked to to be excused, as he did not wish to see the solution. He was excused, went to his room, and solved the problem himself. What a conquest that! That young man had the first and highest element of success. In view of that conquest, it needed no prophet to foresee his future career. We feel at once that such a scholar must make a successful man. He has been successful. He is now, though a young man, Associate Principal and Teacher of Mathematics in the largest and most flourishing academy in Massachusetts. Such mental labor is sure to be rewarded by intellectual wealth. How great the advantage of that young man over his classmates, in respect to mental discipline. How firm his grasp upon the principles and processes required in the solution of that problem.

ORTHOGRAPHY.—A gentleman, receiving an account one day, from a woman who did sundry offices in the washing line, was very much puzzled at one of the items, marked 1*s*. 6*d*. for "*skewering the stars*." After amusing himself sometime in endeavoring to understand the process, he was obliged to send for the good woman, who told him that it was for "*scouring the stairs*."

"HAPPY NEW YEARS!"—We wish it heartily and cheerily, boys, as we wished it our school mates twenty years ago. Ah! but where now are those merry boys and girls, our school mates in the olden time? Where you will be, my little readers, twenty years hence. Scattered as grown men and women, through the land, toiling as merchants or mechanics or famers, as lawyers or teachers &c., and reciting in business the lessons they learned at school. Yes, boys, business is but a long recitation of your school lessons, and only he who has learned them well, can be sure of success. Others can only *wish* you happy new years; you can *make* them happy. Be studious, and honest and good, and no one can prevent your being respected and happy. Duty is the salt that makes happiness keep fresh. Use plenty of it, boys, and you will have happy New Years forever.

Editors' Table.

The scope and purpose of an Editor's Table are too well known to need new deffinition. In this quiet nook of our paper, we trust to enjoy many a friendly communion with our fellow teachers, with parents and correspondents, to treasure up many a significant fact in the world's intellectual progress, and to promote, in many a word and way, the blessed cause of human education. Here it will be permitted us to write, in all moods, from the *Indicative* of downright dogmatism, to the *Infinitive* whose general assertion is neither limited by a subject nor confined to any agreement with numbers or persons; and in all tenses, from the *past* of our oldest experience to the fartherest *future* of our purposes and hopes.

In accepting the duties which our fellow teachers, assembled at Kalamazoo, imposed upon us, we have not been blind to either the pecuniary or literary responsibilities we have assumed; but looking at the educational wants of our State, we have began our work, believing that the Fathers and Mothers and Teachers of the nearly 100,000 children in Michigan, will sustain us. Thus far our anticipations have been more than realized. The cheerful promptitude with which our best and most intelligent fellow citizens have responded to our call for subscriptions has filled us with hope and courage. But there is still much to be done. To give our journal power, we must give it prevalence. Its pages should be read in every school district in the State, and in every community, it should have readers enough to give it points of contact influence.

Tied by duty, for the most part of our time, to the institutions with which we are respectively connected, there are many towns and districts which we cannot visit in person, and if our journal shall reach them, at all, it must be through the efforts of the friends of the cause. Shall we not have subscribers in every school district in the State of Michigan? One in each district would make our number more than 3000. Fellow Teachers, we especially look to you in this matter. Ask the teacher in the next district if he takes it, show him your copy and get his subscription, and so on throughout the State. A large number of teachers are getting up clubs of five which gives them their own copy free. Almost every teacher might do this in his district, and thus give the journal a position which must needs reflect great honor upon the teachers of Michigan, telling loudly of their zeal and enterprize.

From that volume, which contains so much of valuable history, and which every citizen of Michigan ought to read, the "System of Public Instrcution and School Law of Michigan &c.," prepared

by the present Superintendent of Public Instruction, Hon. Francis W. Shearman, we learn that an educational journal is no new project in this State. In 1846 Mr. Ira Mayhew, then Superintendent, recommended earnestly such a journal. In 1847 he renewed the recommendation, adding:

"Should such a periodical be issued monthly, or only quarterly, and be forwarded officially to the school inspectors of every town in the state, or to every director of a school district, to be by them preserved among the papers of their office, and tramsmitted to their successors, with instructions to have them bound at the end of the year, and placed in the township libraries for general circulation, I have no doubt it would soon be regarded a very profitable investment."

This is a valuable suggestion, and applicable to the present publication. This Journal will aim to give a current history of all educational movements. We trust its annual volumes bound will form a valuable addition to every school library. We believe it will contain information that cannot be obtained elsewhere; and will have peculiar claims to a place in every school library in the state. Shall we not have the patronage of all interested in the cause? E. O. H.

——Those of our readers who were present at the meeting of the State Teachers' Association, held at Kalamazoo, in September last, at which it was voted to establish this journal, will remember that the names of two of our most distinguished female teachers were added to the editorial corps, and it may be inquired why their names do not appear with the others upon the title page. It is fitting that we should explain that this has happened by the choice of the ladies themselves. Cordially approving the enterprize, and willing to lend it the full benefit of their pens, they preferred not to share the rugged toil and heavy pecuniary risk which the editors must necessarily incur at the outset of the publication.

We are happy to announce that contributions from them will, occasionally, be found in our pages. One of them has an excellent article in the present number.

According to the late valuable work of Mr. Shearman, the Superintendent of public instruction in this State, the whole number of

School Districts in the State of Michigan in 1851, was	3,307
Whole No. of pupils between 4 and 18 years of age,	143,272
No. that attended school during the year,	115,165
Amount paid for Teacher's wages,	$155,469,30
Amount of primary school fund	811,000,00
Income from fund	57,000,00

At the usual rate of increase, the number of children now in Michigan between the ages of 4 and 18, cannot be less than 670 or 175,000. More than 10,000 are added to the number each year.

——We have been told that among the questions proposed to the candidates for teachers, in the Public Schools of Cleveland, they are asked what works on education they have read, and whether they take or read any educational paper. Without sinister motive, we must say that this is right; it is wise. Take in any State, the teachers who support the Educational Journal of their State, and you will find them to comprize all or nearly all of the really competent, efficient and successful instructors,

——This No. will be sent to many who are not subscribers, but who, as teachers, or as known friends of popular education, are supposed favorable to such a journal. If any such persons do not wish to subscribe, they will confer a favor by handing it to some neighbor or teacher, or re-mail it to us.

——Our terms are payment in advance. Those who subscribed, promising to pay on the reception of the 1st. No., will please forward the dollar at once to the Resident Editor. It is not our purpose to forward a second number without the subscription is paid, as this seems the only way to avoid the trouble and loss from old subscriptions.

——The Board of Education of this city, have invited the Michigan State Teachers' Association to hold its annual meeting here. This meeting occurs in the spring, and it is hoped that it will be a large and influential gathering of the educators of the State.

——Teachers and others, throughout the State, will confer a favor by forwarding notices of educational meetings and movements of public interest. We hope before the issue of another number to have exchanges, which will inform us of whatever is interesting in the educational movement of other States.

——We commend our advertising pages to the attention of our readers. Many works of sterling value are to be found in these lists; besides to the thoughtful mind, book publishers' advertisements furnish no mean index of the spirit, and intellectual character of the times.

——The labors required of us in extending our subscription list has prevented the fulfillment of our own wishes in the preparation of the Children's department in this number. We shall "try again."

——Our thanks are due to "S.," for her timely and acceptable contributions. The remaining articles will appear in our next.

Will not Prof. G., send his article at an early date?

And now, farewell, good pen, (it is one of Piquette's best, that prince of gold pen makers) till another month. Ere then, thousands shall have seen your work; Critics shall have carped and, perchance, condemned it. It matters not; it was written not for glory, but for good.

Book Notices.

We regard it as by no means amongst the least of our editorial responsibilities to review and notice such new publications as bear upon the educational interests of the age. In discharging this duty we shall endeavor to write, at once, with carfulr ess and candor, bearing ever in mind our allegiance to the great cause we advocate, the cause of *human education.—Ed.*

JANUARY & JUNE, *being out door Thinkings and fireside Musings. By Benj. F. Taylor. Published by Saml Hueston, N. Y., and Elwood & Co., Detroit.*

With a brilliant and fertile fancy, the author of this book has found subjects for his musings in the commonest scenes of nature and life, and the playful movements of his thoughts seem but a free translation of what trees, birds and flowers would say if they could. The book belongs to the order of "light literature," but its morality is sound and wholesome, and amidst many passages of sparkling brilliancy, there are occasional thoughts of sterner tone, and fit for this age of iron, steam and reform.

THE MUD CABIN, or the Character and Tendency of British Institutions, as Illustrated in their effect upon Humam Character and Destiny. By Warren Isham. New York: D. Appleton & Co. 200 Broadway.

This is not precisely an educational work, and yet it is full of deep interest to all engaged in imparting instruction to youth, showing, as it does, the fearful consequences of the ignorance of the people in the most powerful nation of the earth. Can it be true that millions of the population of Great Britain can neither read nor write? And is it strange that the great mass of those who are thus ignorant are intemperate, degraded and unmanly? We cannot say that we admire the spirit of the book, or its style, but we are under obligations to the author for the facts which he has patiently gathered, and we thank him for deepening the conviction in our minds, of the absolute necessity of national and free schools. Common schools are indispensible to, and inseperable from, a safe government. If all the children are not educated, a very large portion of the ignorant must find their way to the poor-house or to the state prison. Thankful ought we to be that no sectional feelings, or time honored sophistries here oppose a universal and national system of education. If any man is absurd enough to oppose common schools, let this book be presented to him, and if he has a mind capable of convictions, he will oppose them no more.

E. O. H.

PARKER'S NATIONAL SERIES OF SCHOOL READERS.—By the enterprising publishers, A. S. Barnes & Co., of New York, we have been presented with a complete set of these books, consisting of the School Primer, First, Second, Third, Fourth and Fifth Readers, and Introductory Lessons in Reading and Elocution; the last of which is prepared by R. G. Parker and J. C. Zachos, and the others by Mr. Parker alone.

We are aware that rival series of reading books are in the market, and we would not be invidious nor partial in our recommendations, but it would be wrong to withold commendation where it is due. These books are strictly adapted to their purpose, and have all been proved and found good. Whether we consider the style, the sentiment, or the length of the selections, or the information given in the notes, or the rules for reading, we recognize the good judgment of a practiced teacher, and nothing seems wanting to constitute a perfect and uniformly progressive series of reading books, adapted to all the classes of the common school.

Nor is this a matter of little consequence. Unconsciously the sentiments and tastes of youth will be greatly influenced by the productions, read again and again, in the school-room. In the hands of judicious teachers the Reader is the vehicle of abundant instruction and thought to the pupil. By judicious questions on the subject of the lesson, its author, its purpose, and its style, the curiosity of the pupil may be awakened, and his mind disciplined as well as stored with facts. E. O. H.

SANDER'S NEW SERIES OF READERS.—The publishers, Newman & Ivison, N. Y., through their excellent agent Mr. Botsford, have laid upon our table a set of these Readers. The old Series of *Sander's Readers* have long been favorably known in our schools both East and West. This new series, by the same author is composed of entirely new reading matter, and bears evidence of great skill and carefulness in its compilation. We notice among the excellences of these readers, the vocabularies at the head of each lesson, the questions at the end of those in the third Reader, the interesting and progressive character of the lessons themselves, and last but not least, the really attractive and beautiful designs with which they are illustrated. The singing exercises at the close of each book also add value to the series.

We confess to a great admiration of a good reader, and hence we rejoice to see some of our oldest and ablest teachers engaged in the preparation of text books to teach our youth this beautiful art.

HARPER'S FOR DECEMBER is also on our table. The triumphant success of this mammoth monthly is no insignificant sign of the times. It bids fair to cover the continent with its vast circulation, and at this hour furnishes no inconsiderable part of the reading of the American people. We hail it as one of the great teachers of the republic.

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UNION SCHOOLS.

The chief excellence of the Union School, is, that it furnishes facilities for a systematic division of the teachers' labor. The want of this, in schools taught and controlled by a single mind, is, in a high degree, pernicious. Every teacher is apt to have a peculiar mental bias, a penchant for some particular branch of study, which he pursues and teaches at the expense of others equally important. Having brooded for years over a single idea, he does his best to train up pupils who shall be men after his own head as well as heart. Thus our single-handed schools, instead of furnishing that harmonious union of all the common branches, which together conduce to a true mental discipline, often produce rather a mental distortion, by expending the energies of the pupil upon one or two branches, which happen to be the teacher's hobbies. Unless the teacher be a man of wide views, and well balanced attainments, such as are rarely found, no school which is under his sole instruction, can furnish the means for a symmetrical mental development.

For this evil, the successful Union School is a complete remedy. Here several competent teachers unite their labors so that each can give instruction in the branch which he best understands. Each believes that his own department is indispensable to right mental training, and urges his pupils to excel in it. Thus each acts well his part, and all the parts together make a symmetrical whole. In such a school, where all branches of elementary study are equally well taught, it will be impossible that a single faculty

of mind should be urged on to an unhealthy precocity, while the rest are stinted and dwarfed. The pupil will secure that sound mental growth which can be gained only by proportionate attainments in the various departments of knowledge.

But the Union School has great advantages, when regarded as an economical system. The amount of labor in a school, depends upon the classification, not upon the number of the pupils. I venture an assertion, which my own experience has verified, that three hundred pupils can be taught as easily as one hundred with the same range of attainments. Twenty in a class, with proper management, require no more time than two. Indeed, the spirit and interest of a recitation, the ambition and attention of the learner, that earnest desire to excel which gives the motive for constant effort, are all better promoted by the larger number. This consideration gives the Union School a decided preference, when viewed in a mere pecuniary light; but when we regard it as a means of effecting a perfect organization, it assumes more than a mercenary importance. If there is any one thing which contributes more than all others to the success of an institution, that thing is system, *perfect system.* In every superior school, the homely old adage " a time for every thing and every thing in its time," must be reduced to a rigid and inflexible practice. The outgoings and incomings of both the teacher and the taught—the Alpha and Omego of every exercise, the punctilious observance of wholesome regulations, must always be subjected to a clockwork regularity *that never fails.*

The Union School furnishes great facilities for the accomplishment of these desirable objects. Each teacher having charge of a single department, knows precisely his allotted duties. The same recitation may occupy the same hour on each succeeding day, and the hours may be so divided that every class, whether composed of children or adults, shall receive an equal share of attention.—Recitations conducted by various teachers may begin and end *at the stroke of the bell.* All the exercises of the day may be regulated by the same order. In this regard, the Union School System may not inaptly be compared to a complicated machine, in which every wheel plays in perfect harmony with the rest, and which per-

forms far more labor, and runs at less expense than your clumsier article of the one horse power.

Closely connected with these is still another feature in which the Union School has the advantage. It affords superior facilities for sustaining a healthful discipline. System and discipline are the school's vitality. The latter upholds and promotes the former. An attempt to maintain a perfect system without discipline would be as futile as a skillful code of laws without a penalty. Other things being equal, the teacher's toils decrease, and the progress of the school becomes rapid, in proportion as its system approximates to perfection and its discipline is strict, impartial and just. But the true value of discipline rests on a still wider basis. Those qualities of mind which are the first requisites for success in life, are the *legitimate fruits of discipline*. What can be more important to the future citizen than habits of order and punctuality in business, of promptness in the performance of every duty, of deference to the rights of others and perfect subordination to laws.—Such habits can be gained only under the influence of wholesome restraint. But in what respect, you ask, can discipline be better sustained in a Union School? Those qualities of mind, I answer, which unite to form a good disciplinarian, are somewhat rare. A combination of energy and decision, of firmness and suavity of manner, is seldom found in the same character. Not more than one teacher in six posseses the true gubernatorial talent. But six or more are, usually, engaged in our Union Schools, and probably, among these, one will be found who will be able to take and sustain the entire executive control.

But the probability that the Union School will sustain a healthful discipline does not rest upon a calculation of chances. Combining, as it does, the means which usually support several schools, it can well afford to sustain one teacher of known reputation, who will assume the entire responsibility of its government. Let such a man fill the executive chair, and let the subordinate instructors join with him to form the legislative power, and the liability to abuse will be far less than when, as in the common school, both powers are united unchecked in the same person.

The superiority of the Union School appears, also, in the higher character of the advantages which it furnishes to all classes of students. Here the views of parents, which are endlessly various as to the amount of education they should give their children, may be perfectly harmonized. If any one father is so blind to the true welfare of his son, as to cling to the obsolete idea that that son's education is complete when he has learned to read, write, and cypher, the Union School furnishes the best instruction in these branches at the least expense. At the same time, the Academical Department is open to those who wish to avail themselves of its advantages. Children of a tender age, too, are classed together and placed under the guidance of one whose taste and sympathies fit her for her peculiar duties.

Perhaps the greatest excellence of the Union School consists in the fact that it combines the advantages *of all others*, and if rightly conducted, brings each to its highest perfection. Young pupils receive such instruction as is adapted to their capacity. Young ladies can pursue, with profit all those branches of study which are usually taught in ladies seminaries. Students desirous of entering College, can be admitted in the preparatory Classics. They may even progress as far as the Junior year. All this can be accomplished, both in the male and female departments, without trying the dangerous experiment of sending those whose characters are unformed away from home and home influences.

But we have another favorable view of the Union School when we regard it as an Institution strictly democratic. If the basis of our government is a universal equality and an absence of all social distinction, so its permanence will rest upon *mind universally cultivated*. The true American is an enlightened thinker, a man who unassisted can solve a political problem. The power to think and to act with a manly independence, is the true idea of an American Education. And the perfection of an American institution, lies in the fact that it extends the means to attain this power, to every future citizen ; that it opens its door to the poor man's child. To a certain extent. the Common School accomplishes this object ; but it has not a sufficient range of studies for a liberal education ; the Union School alone meets fully and effectually the wants of all

classes. Nay the poor boy or girl who cannot pay the high tuition of an academy is frequently found among its most prominent students.

But the Union School, combining as it does so many interests and capable of so high a degree of usefulness, is in the same ratio, like all things human, liable to fail. Allow me in our next number to present a few requisites for its complete success. W.

For the Journal of Education.

WHAT SHALL MY SON STUDY!

What shall my son study this term? is the ever recurring question that comes to perplex parents, scholars and teachers at the return of each new quarter day. It is a question of practical importance, and well deserving all the consideration usually bestowed upon it. The discussion is often protracted amid many doubts as to the comparative utility of the studies from which a choice is to be made, until, in despair of settling their rival claims, the matter is decided by submitting all reason and argument to the so-called tastes—more properly whims—of the pupil, or more wisely by an appeal to the teacher. Where the latter is qualified for his responsible duties this course is commonly safe for the interests of the child, but is not, or at least should not be entirely satisfactory to parents.

Far be it from the writer's wish to speak disparagingly of the counsels of a competent, high-minded and sagacious teacher—happy, incalculably happy are those who are permitted to avail themselves of the experience and skill of such an adviser—but the education of their children is a sacred trust committed to parents, and they cannot, without sin, devolve its burdens or its responsibilities upon others, except in just so far as involuntary and necessary incapacity or want of information, renders them incompetent to meet its high claims.

The following hints are offered in the hope that they will afford parents and guardians matter for profitable reflection, and conduct

to some definite and clear principles of action in the choice of studies for those who are dependent upon them in this respect.

And first, it is important to remark that it is of greater moment *how* than *what* they study. It is from the failure to recognize this principle that much of the embarrassment connected with this question arises.

There is no error more common, and scarcely one more deplorable, than that which regards the modicum of knowledge obtained at school as the sum and substance of an education. The true idea, that knowledge is the aliment of the mind, and that thought and study are the processes by which this aliment is incorporated into the mental structure so as to enlarge its capacity and augment its power, is overlooked, and the false notion passes current, that the mind is simply a receptacle—an omnium gatherum of scraps and fragments of knowledge, from which the proprietor may draw at pleasure as the future exigences of life may require; and that consequently that is the best educated mind, that possesses the greatest amount and variety of information. Hence the wants of the mind itself are disregarded, and a low, misnamed utilitarian standard of education is set up, according to which the value of each particular study is determined by its supposed fitness or want of fitness to meet this or the other foreseen emergency of actual life.

No inquiry is oftener made, when a particular study is proposed than this—of what use, i. e. of what practical benefit will this study be?—uttered with this false view of the true aim of education. The parent vainly attempts to anticipate the future career of his child, and with a prophet's foresight to measure the extent and nature of the resources which will be just adequate to the demands which his occupation and social position shall make upon him, and having so done, if he can discover, or thinks he discovers, in this catalogue of needed resources and appliances, the knowledge, that a particular study is designed to impart, he at once puts it down upon the list, that his son is to pursue; and having made known his wishes to the instructor of his child, complacently dismisses the subject from his thoughts. If, however, in this scheme of life which he has marked out, he should fail to recognize any

broad and tangible connection between the duties and discipline of the school room and the business of future years, he takes the opposite gronnd, that it is of little consequence what studies are pursued provided, the boy is pleased, and maintains a decent standing among his mates for diligence and proficiency.

Now all this theorizing and reasoning proceeds upon the false and often exploded doctrine, that the mind is something to be furnished, rather than a thing to be developed. It is undoubtedly both of these things, but the order of precedence is the reverse of that assumed. It is to be furnished as well as developed, but the furniture should never exceed or be out of proportion to the growth and capacity of the mind.

The mind itself is to be the great object of your culture. Knowledge is its natural food. Adopt therefore, in supplying nourishment to the mind of your child, substantially the same rules and principles that govern your conduct—if you are a wise parent—in regard to the food for its body. It is required that this should be adapted in quality and strength to its age and the development of its physical energies; that it should be taken at certain fixed times and in proper quantities; and lastly, that by suitable exercise of the body itself, under certain conditions of air, light and temperature, the appropriate organs should be stimulated to perform their functions in assimilating the food thus received, and distributing it in such a manner as to contribute to the vigor and growth of the whole system.

All these well understood principles of physical hygiene have their counterparts in that mental regimen which aims at securing a healthful and symmetrical growth of all the powers of mind; and the analogy is too obvious to require a statement in detail of the points of corespondence. The particular truth that we would illustrate by it is this: that as in the diet of a young person, there is much room for discrimination and choice as to the kinds of food that shall compose it; and yet there are scarcely any kinds, not in themselves positively unwholesome, which, if taken with proper restrictions as to quantity, and especially if followed by the requisite amount of physical exercise, will not invigorate and promote the increase of its body; so there are few species of knowl-

edge in all the infinitude of truth,—wisely and kindly adapted as is this infinitude to the several wants of all ages, tastes and capacities,—which may not be made to contribute to the growth of its intellect, when similar caution is exercised in regard to quantity, and the same care is bestowed to ensure the proper action of the recipient mind. And again, as the most carefully selected food, when the conditions of a healthful digestion are wanting, not only fails to afford nourishment but induces languor and debility of the whole body, so the most careful and judicious adaptation of the studies of your child to the peculiarities and wants of his mind will result only in impoverishment and imbecility, except in so far as those studies are pursued with the avidity of an intellect that feels the cravings of an awakened curiosity, and are inwrought, by patient thought and reflection, among the very elements of its being.

It is then no unfounded assumption, but a statement of the simplest and plainest philosophy, to say, that it is far more important *how* than what your child studies; and especially is this more emphatically true when the range of selection is limited by the circle of approved subjects usually taught in our schools.

Were the truth of this remark generally received and acted upon there would often be less difficulty in deciding upon the studies of a term, much more intellectual labor be accomplished, and a proportionably greater amount of benefit be gained. Parents would not then feel, as many of them now apparently do—that they had purchased a three months absolution from all guiltiness touching their neglect to superintend the education of their children, by discussing for a few days, be it with ever so much deliberation, the question what they are to study during the ensuing quarter.

It would lead too far from our theme to answer here the apologies of those who would point to the teacher, as the person on whom rests the exclusive responsibility of inculcating proper habits and methods of study. We can only say to them in passing, that it becomes them of all others—though they are not commonly the individuals most particular on this point—to use great care in selecting the educator, whom they would thus invest with plenary power at will to cram or starve, corrupt by dainties or nauseate with crudities the mental appetite; or to strengthen and purify

it with a just and seasonable allowance of wholesome food; to confine and torture its infant powers with the swadling bands of a dominant dogmatism and oracular revelations, or cripple its undisciplined energies by tempting them to efforts beyond their strength; or with gentle hand that guides and steadies, while it does not support, to lead forth the tender thought amid the fields of truth, and by gradual and progressive exercise to develop the well knit, compact bone and muscle of a self-sustaining, hardy and vigorous understanding.

In what has been said there has been no attempt to detract from the importance of due consideration on the part of all concerned, in regard to the subjects of study most profitable to be pursued, but the views here presented are believed to be fundamental in the settlement of this question. Certainly no system of studies can be wise or safe that is not based on an intelligent apprehension of the true aim and object of all study. The discussion will be continued in a future number of the Journal. F.

For the Journal of Education.

ON THE USE OF THE BLACKBOARD IN SCHOOLS.

Among the auxiliaries which the teacher must call to his aid in the school room, the blackboard holds a rank by no means insignificant. Indeed, there is hardly any article of apparatus in use, more or less, that may not better be dispensed with than the blackboard. No experimental teacher, who has given it a fair trial, will, under any circumstances, attempt a faithful discharge of his duties in the school room without it. It is, or should be, his constant resort, not only in mathematical instruction, but almost all the branches usually taught in our schools, not excepting the fundamental branches in the lowest primary department. It is true, teachers may do much without it, and succeed tolerably well by means of substitutes. So may the agriculturist, in tilling his land without his plough. He may spade it, and otherwise dig it; but he must acknowledge, after all, that his substitutes are but miserable *apologies*.

The facilities afforded for mathematical instruction, by the use of the blackboard, are obvious and otherwise unattainable. If the teacher is to give explanations and illustrations of principles and examples, it need be done but once only, if upon the blackboard, for the benefit of a whole class. If the pupil is to solve examples, or give demonstrations, the teacher has an opportunity of witnessing processes without being obliged to confine his attention to the pupil's slate, or to pass from one to another where the class consists of several.

Illustrations upon the blackboard are also more intelligible to the eye, than when performed upon the slate; and, of course, find easier access to the mind—a fact well known to teachers, and one involving a principle well worthy of attention.

In Algebra and Geometry, the blackboard is equally indispensable; and in Natural Philosophy and Chemistry, even, but little less so.

In the study of History, it is very desirable that pupils should have some frequent exercise in Chronology, and upon the order and succession of events. For this purpose nothing is so serviceable as the use of the blackboard. This is true even when a teacher has, at his command, charts and tables usually employed for such purposes. Chronological tables of discoveries, settlements, battles, and other important events; plots of battle-fields and cities; lists of sovereigns, military chieftains, and other distinguished personages—all may from time to time, be made out from the pupil's knowledge of his subject, and allowed to remain as they increase, from day to day, until the blackboard shall present the skeleton of an historical compend—at once original and plain, and one that *speaks for itself.*

In Geography, outline sketches of maps, the circles of the globe and their relations, &c., &c., may be represented in a manner very attractive and easy of explanation. Advantages, equally valuable and desirable, may be derived in giving instruction in Grammar, and in Reading, where exercises may be written out upon the board, explained and practiced. That many use the blackboard with but little success, is true, and not difficult of explanation; for there are, in teaching, as in other branches of business, those who

do not do anything with success. We are disposed to believe that many, who see no advantages arising from the use of the blackboard, might say the same of many other means used for instruction, which *are* of service in the hands of workmen. Skill and judgment are necessary here, as well as elsewhere, to make teaching attractive and profitable. The ill success of an unskilful workman is no argument against the fitness of his tools. But when success attends the use of certain means in the hands of an adept, and this success is otherwise unattainable in the hands of the same, we are bound to entertain a favorable opinion of the means thus used. This is true in general, and we see no objection to its specific application in the case now under consideration.

S.

LEARNING AND EDUCATION.

These words, though often confounded, do not mean the same thing. The well educated man is not necessarily a man of much learning, nor is the man of learning always highly educated. Education is cultivated power: Learning is acquired knowledge.—An educated man is one whose intellect is trained to vigorous and correct thought, whose taste is cultivated to a keen preception and enjoyment of tasteful objects, whose conscience is quick and upright, and whose whole being is fitted by its harmonious development for the high mission of manhood. Whatever be the process by which such growth is gained, whether by the teaching of the schools or the practical lessons of life, he, and he only, is the well educated man who is able to think, speak and act for himself, and whose disciplined powers are competent to a career, at once, right, noble and independent. A man of learning, on the countrary, is one whose mind is richly stored with the facts and formulas of science, and whose cultured memory holds in its tenacious grasp the mighty out lines of the lore of the world.

Education, then, in its strictest sense, is a subjective growth, the result mainly of exercised thought and study; Learning is an

objective acquirement of knowledge, gained chiefly by the effort of the memory. It will be evident from these definitions, that there is a degree of error in the minds of those parents and teachers who are acoustomed to use these words interchangeably, and there must be a consequent defect in their theory of instruction. It is this confusion of ideas that has led parents to measure the progress of their children's education by the amount of their acquisitions of knowledge, and to estimate the teacher's ability and faithfulness rather by the quantity of knowledge he has crammed into his pupils minds, than by the quality of the thoughts he has elicited from them.

This, too, by consequence, has driven teachers to meet the demands of their patrons by the adoption of the so called "pouring-in system" of teaching, a system which loads the memory with the most possible pages of coarse and fine print, and of which the chief aim seems to be a brillant examination day when their well stuffed pupils, seated all in a row, repeat, without pausing and almost without thinking, any required amount of rules and rigmarole. Alas, how few of the young heroes and heroines of examination days, ever fulfill, in later life, the hopes that their appearance excited in the hearts of friends and parents. It was the glitter of a borrowed and superficial learning, and not the brightness of polished and educated mind, that dazzled the beholders. Victims of the popular demand for products rather than power in education, and tricked out in the mere gawgaws of science for that sacrificial examination scene, whole hecatombs of youthful minds are annually offered up to the false ambition of teachers and the foolish vanity of parents. Made mere puppets in a pageantry of pride, the pupil's high birthright, a sound and wholesome education, is bartered for a mess of mental pottage. Is it not owing to this that the great majority of our youth end their education with their school days? How many a brillant school boy retains, of his many acquirements in science, only the dim remembrance that he once made them. Memory could not hold what the mind had never digested, and the adult man now mourns that he knows less of science than he did in childhood.

Another practical evil resulting from this mistaking of learning for education, is the disposition often shown by parents to confine

their children's studies to those branches for which they fancy those children may have use in later life. In their estimation the rules of science are only the tools with which the child is to carve out its fortune, and they reason that any other of these mental tools than those pertaining to its chosen trade would be useless or an incumbrance. They do not reflect that the skill of the educated head and hand, is much more needful to success than any mere tools whatever. Besides success in life, in the common acceptation of this phrase, is by no means the true end of education. That education must be partial, if not absolutely pernicious, that seeks merely to train and fit the child for some practical business, rather than to unfold its native powers into a full, proportiouate and glorious maturity. Man should be educated not as a farmer, a tradesman, or a lawyer; but as a man.

The truth is that in the processes of education the acquirement of mere learning holds a subordinate place. Education is a cultivated growth of power. Knowledge is indeed the food of this growth, but study and thought are the exercise and digestion. If a parent then would really educate his child, let him not be impatient to see tangible results in the exhibition of acquired learning. Education is a work of time. The growth of mind is not to be hastened, but often retarded, by crowding the memory with undigested ideas. Let him not be discouraged if term after term passes away with but little apparent product in mere knowledge. The building of a house would only be impeded by filling its unfinished rooms with needless furniture. The student is by no means making the most rapid progress when he is learning the fastest. The pupil of a celebrated Italian singer complained, after a year's incessant drilling in the elements of music, that he had not yet been taught to sing even one tune. "Go," replied the master, "you are a singer; your trained ear and voice will enable you to sing any music." The ability to sing a few tunes, or to answer the questions in a text book, does not constitute either the true singer or scholar. The child should be constrained to reason and reflect at every step. Let him be compelled to trace the reason and results of every new fact and principle in his course; let him above all, be urged to study, vigorously and perseveringly. The mind should not be over-

tasked, yet the lessons should be such as to require a strenuous exertion of the whole energy of the mind; and by any and all means—by the lure of love and the restraints of authority—the pupil should be encouraged to work. Rapid progress and brilliant examinations, should make no part of the aim of either teacher or pupil. Let that aim be the formation of *habits of close and continuous application*, and the cultivation of the power of independent, clear and conclusive thought. Let the immortal activities of the mind be so roused that they will never again sleep; so that the student not only *can* think, but must think. Let action be made the law of the soul, and thinking its normal state. Its inappeasable thirstings for truth will then defy the cares and toils of life to quell them, and will surmount with a ceaseless progress, all defects of nature, and all circumstances of life.

Let the mind be thus educated, and the vast and fruitful field of human learning is its own. It goes forth a crowned king into the domains of science, and commands at will the richest contributions of its lore. The truly educated man becomes of course the man of learning; for to his mind, trained to active and far-reaching thought, all nature is a book, and science lies patent on every page. In all places and times he is still the scholar. Nothing can quench his ardor or prevent his success. In the smith's shop he is a Burritt, in the stone quarry, a Miller, in the fields, a Rittenhouse, in the printing office, a Franklin, in the counting room, a Chas. Lamb, in the lawyers office, a Webster; and even blinded and poor, he treads in triumph the walks of learning; a Homer, a Milton or a Prescott.

——Passion and violence will ever injure the authority of a teacher. They discover a weakness and a want of self-control which the child is quick to discern, and they arouse in his own breast a feeling of opposition and a sense of injury. There is a firm and gentle tone, and a calm and dignified manner, which impel to obedience, and these will often prevail when correction, even with the rod, fails of its effect.—*Davies*.

THE PROFESSION OF TEACHING.

It is a gratifying fact, that the salaries of teachers in Michigan, have been very generally and greatly raised within a few years. So far as we have learned, they are in many places fifty per cent higher than even one year ago. This is as it should be. No man will do his best as a teacher unless his heart is in it, and that cannot be unless he intends to make it his profession, and depend upon his success in it for his position and support.

There are two professions in which men cannot become suddenly rich, the ministry and teaching; and yet, where a comfortable support and opportunity to save a little annually are tendered, there are no professions more congenial and attractive to men of a benevolent and intellectual temperament. They are honorable and influential. They are almost wholly relieved of sordidness and unwholesome restraint. The mind need not be tied down to one subject of thought, nor tethered within prescribed limits. Every teacher finds his own stock of thought increasing and his own intellect strengthening as he imparts information and discipline to others. He has time daily, to extend his explorations far out beyond the narrow range of his ordinary instructions, and he will invariably find, that the higher his attainments are, the better prepared is he to train children, and to teach even the elements of an education.

We are jealous for the honor of teachers. We aspire to use what influence we have, not only to elevate them in public estimation, but to increase their own respect for their calling. It is not as an avenue to some other profession, or to replenish the empty purse for a temporary purpose, or to pass the winter months in a kind of torpid hibernation, that young men should engage to "keep school." The salary should be sufficient to command men of talent and enterprise, and to ensure to the economical an increase of property, and then the man of thought can devote himself with heart to his life-work. He can resolve to rise. And his occupation will afford him constant pleasure, and is well adapted to the harmonious development of the whole man. There may not be the prospect of a sudden fortune, but there is not the risk of sudden ruin.

Besides this, the walks of science and literature are open to the teacher. His occupation and tastes are presumed to qualify him for them. He can select for himself. There is not a common-school teacher who might not devote himself to the very highest attainments in any one branch of study; and the attention given to it, so far from diminishing his success in his calling, would add to his reputation and influence. He may become a genuine scholar in history, or language, in botany, geography, chemistry, or any branch of Natural Science; he may be active in promoting any great moral enterprise of the day; and his increased weight of character will give additional power to his instructions, and honor to his profession. Two hour's daily study on any one subject will ensure thorough knowledge and eminent strength. Teachers, too, if conscious of the need of a broader foundation for usefulness, should avail themselves of the higher institutions that are open to them. The time has passed away when an ignorant preacher or teacher should be tolerated. It is an insult to community, for either to present himself before the public. The world is not so near tumbling down as to need undisciplined hands to hold it up. What is to be done, must be *well* done, and the mechanic is expected to be qualified for his work.

The profession of teaching is of especial importance to woman. Well qualified female teachers are far more numerous than heretofore, and there are many schools and many departments in larger schools, particularly adapted to them. We could never see any good reason why the compensation offered to them should not be precisely the same as that offered to men in the same stations. Nor can we see why they, too, should not qualify themselves for the highest success and the most responsible positions.

To be practical, we would advise all, both male and female, who love the occupation of teacher, and who have concluded to devote their energies to it, to make the fact known when they apply for a situation; and to claim a fair remuneration, on the ground that it is not a temporary expedient, in which they may be expected to shrink from all effort "not named in the bond," but one in which their character and prospects are as much interested, as of the young physician in his patients, the lawyer in his clients, or the merchant in his trade.

E. O. H.

SCHOOL ROOM DUTIES.

The mistaken idea has obtained widely, that the teacher's whole duty in the schoolroom, consists solely in giving instruction in the rudiments of science. The mission of the schoolmaster, it is thought, is to induct boys and girls into the mysteries of Arithmetic Grammar, &c. Such a view of the teacher's sphere is illiberal and grovelling. His labors have a higher and a nobler object.—The great end for which he toils, is not to make the mere digitarian or the skillful parser, but to develop a well balanced intellect; to mould a symmetrical character. The imparting of knowledge is only the *means* through which he is to awaken the power of thought. But he gives shape and direction to something more than the *thinking power* of his pupil. The teacher has under his especial training every *faculty and feeling of the human soul* ; and if he be a true educator, he will labor with this great fact constantly in view, and will exert a strong influence, not only upon the intellectual growth of the child, but, also, upon his manners, his imagination and his taste. In many schools these have been most woefully neglected. There is especially a universal want of proper attention to the cultivation of *taste* in children : yet it is an important element in a good education.

The love of whatever is beautiful and becoming, if properly developed, in the child, will excite a constant thirst for excellence, an earnest seeking for all that is "lovely and of good report," and an early dislike for all that is unseemly in character or conduct. Order, neatness, good manners, and propriety of deportment, are all the legitimate results of the right cultivation of taste. Now taste is formed by the countless impressions constantly received, which, in detail, might be regarded as trifles, but which, in the aggregate, are silently yet surely exerting a most potent influence upon the mind of the future man. It is refined by keeping before the mind whatever is naturally attractive, and can be improved by a thousand means which fall within the reach of every teacher. In every recitation, much can be found which will naturally awaken and improve the sensibility of the pupil. Science is full of beauties which fall upon the mind like melody upon the ear. He is a dull

teacher who cannot find them—an unwise one who cannot use them. But taste is perhaps more effectually cultivated by whatever is attractive to the sight. In this regard more than all others, our schools are deficient, and yet the remedy is a very simple one. The teacher's first duty upon engaging a school is *to look well to the condition of his schoolroom.* He must exert his ingenuity to the utmost, to make it pleasant and attractive. He may not, it is true, have, for this purpose, all the appliances of art, but he can have the appliances of *soap and water.* He may not be able to embellish it with expensive paintings, but he can *whitewash its dingy walls.* Every article of furniture should be made scrupulously clean. The stove should be polished—the floor carefully scoured—every desk free from scratches and stains. A scraper should be fastened near the door, and every pupil directed to use it before entering the room. He who smiles at these punctilios, can hardly appreciate their effect upon the cheerfulness and success of a school, or their influence upon the future habits of the pupil. Indeed the school where the teacher and pupils are neglectful of neatness, will usually show a sad deficiency in order and discipline.

In some of the schools of this state, which we have visited, neatness was properly exemplified, but others exhibited in this respect a decided need of reformation. One, we remember, was in a state bordering on the extreme of filthiness. The ceiling, black with smoke, was garnished here and there with pendent cob webs. The floor was covered with dirt, fragments of food, and scraps of paper. The benches were spotted with ink and defaced with deep incisions of the jack knife. Several rude caricatures of the teacher had been attempted on the wall. The teacher himself freely expectorated his tobacco juice upon the floor, and we are sure we saw twenty of his pupils chewing gum. This is no exaggeration and we sincerely hope it has no parallel. The truth is, the child's attachment to his schoolroom is strongly influenced, if not sometimes determined, by the condition in which it is kept, and, if teachers generally would pay more attention to this subject, they would soon see the salutary effect upon their schools. W.

For the Journal of Education.

THE SECRET OF SUCCESS.

It has been one of the prevailing subjects of regret to the philosopher and moralist, that there should be so great a difference between early and mature life;—that so much of youth should be wasted in misdirected effort, or enfeebling indolence, as to create in later years matter for regret and self reproach.

Nothing is more common than to hear those who have passed the bounds of youth, regretting the unaccomplished projects of their earlier years, while reviewing plans of life and labor which they have formed, and which, had they been followed out with alacrity and success, would have rendered their names illustrious, and reputations enduring.

To be weak in purpose and unstable in pursuit, are the chief sources of failure and infelicity which result from human conduct in the course of life; and they are sources which no improvement in the general intellect, no accommodation of general knowledge, will be likely to correct or diminish. To those animated by the courage which always inspires the youthful heart, it may seem absurd to attribute the ills of life to weakness of purpose.

But youth is always fruitful in great purposes and good intentions. Why are these so seldom realized, but for want of strength of character to carry them out in the actual course of life? There is much truth in the sentiment which Milton puts in the mouth of the apostate angel, "To be weak is miserable," and there is grandeur of character expressed in the avowal of the prince of fallen spirits, that he possessed "an unconquerable will, and courage never to submit or yield." Impelled by such a will, and such courage, what difficulties may not be overcome,—what triumphs may not be achieved,—what good may not be accomplished by a character animated by great and good impulses. The world has seen in the career of Napoleon the power of an indomitable will and iron purpose. Sweeping like a moral hurricane over the eastern continent, he conquered armies, overthrew monarchs, and held the entire world in awe, triumphing everywhere that mind could gain the ascendancy.

Had he not defied nature, and undertaken war with polar snows, no limits would probably have fixed bounds to his conquests.

The Russian fires and Russian frosts could not be mastered by mental might, or Bonaparte's will might have swayed the world. Had he been animated by the sole desire of doing good to his race, of extending the blessings of civilization and religion, instead of a desire for universal conquest, what might not have been gained to the world by the career of Napoleon! I have made this allusion to illustrate what may be accomplished by a character of immeasurable strength and invincible will.

All men are not Napoleons, it is true, but all possess intellect which may be developed, and will which may be strengthened and guided in the right direction; and surely, the real labors and ills of life which we are doomed to meet,

"Claim the full vigor of a mind prepared,
Prepared for patient, long, laborious strife."

If the young, then, would have vigor of understanding, or pleasure in the exercise of it, they must cultivate these qualities. If instead of walking humbly, patiently, passively in paths that have been traced out by other minds, they would make vigorous, independent excursions of their own, they must cultivate these qualities; for the secret of success in any department of life is, to possess "an unconquerable will, and courage never to submit or yield." A.

Ypsilanti, Jan. 14th, 1854.

Too much talking about the necessity of obedience, and especially threatening punishment, will soon loose their effect on the mind of the pupil, and will weaken the authority of a teacher.—Perhaps there is no one cause which operates so certainly to produce this result as a too great willingness on the part of a teacher to explain his motives—and a too earnest desire to be rightly understood by those whom he may have to correct, and a too sensitive fear lest his scholars should feel that he has been unjust or even unnecessarily severe. All this, teachers, will tend to subvert the order of your schools, to place your pupils in the attitude of critics and judges, and yourselves in the humiliating position of accounting to them for your conduct. Silence exerts a powerful influence over the minds of the young, and is a great aid and support

of authority. Be careful, therefore, never, by raising the curtain, to disclose to your pupils what you think and feel in regard to yourself. Hold free and open intercourse with them on all matters of instruction, lay open to them every subject of knowledge to which you ask their attention—fathom their hearts and direct their sympathies in the channels best calculated to expand and develop them, but do nothing, either by word or act, which shall justify them in analyzing your conduct, scanning your motives or placing themselves in the judgment seat to pronounce upon your doings.—Above all things, never admit into your hearts, for a single moment, the idea that your pupils stand in the position of antagonism. Never make yourselves a party in opposition to them. It is your duty to govern and teach—theirs to obey and learn. You must put on patience as a garment and wear it always.—*Davies.*

For the Journal of Education.

MORAL INSTRUCTION---NEATNESS.

Moral improvement, as well as intellectual, is one of the great objects to be attained in our schools, and one that ought frequently to be urged upon teachers and pupils. It is true, that moral culture forms a part of home education, but it is also as true, that it cannot be safely separated from the intellectual training of our schools. The immutable principles of right and wrong, the various moral obligations of man, and a becoming respect for things sound, should be instilled into the minds of youth, that they may, in after life, become the governing powe s of all their motives and actions. Children should be taught to despise and condemn an act of injustice or meanness; while those of benevolence, kindness, and integrity should be called to their notice to be admired and imitated. The scholar who is not made better and wiser in these things, whose moral character is not improved and strengthened, while at school, is receiving an education that promises him but little good, and which will, at least, render him dangerous to the community.

The capacity of children to understand that some things are right, and that other things are wrong, is susceptible of development much earlier than their ability to exercise their mind in a

process of reasoning. This fact ought to elicit the utmost caution, in bringing such influence to bear upon children in early youth, as shall make favorable and correct impressions.

We would like also to see courtesy and neatness take a more prominent place among the things taught in our schools. They are both intimately connected with, or form a part of, moral instruction, and are necessary to a persons' happiness and success in life.

We believe it is as much the duty of the teacher to see that pupils treat each other with kindness and civility, and that they are neat in their habits about the school room, as it is to give instructions in reading, or in any other branch. A child that is allowed to grow up saucy, boorish, and impudent, witnout correction, gives little promise of becoming a man or woman fit to enter decent society, or that will have any respect for the civilities of life.

We are likewise strongly inclined to believe, that boys and girls, who at school have no pride about keeping their desks clean, their books neat and well arranged, and the floor about them free from papers and litter, can hardly be expected, when they become men and women, to have order and neatness characterize their office and workshop, their kitchen and bureaux. S.

By the last official returns of the public schools in the six New England States, the whole number of pupils in attendance during the year was 541,983. The whole cost of instruction for the year was $2,055,131.65. In Vermont the average cost of each pupil was $2.22; in Maine, $1.34.; in Connecticut, $1.35; in Rhode Island, $1.64. In Massachuetts the law requires each town to raise by tax at least $1.50 per child, between five and fifteen years of age. as a condition of receiving a share of the income of the State School Fund. All the towns complied with this condition last year.

The city of Boston appropriated the past year $330,000.00 for the support of public schools. It has invested in school houses $1,500,000.00. The average number of pupils is about 22,500; making the yearly cost of educating each child about $15.

The number of pupils taught in the schools of Detroit during the year precedeing the last annual report, was about 5,000 and the cost for each pupil was $1,50. The attendance in the district schools of New York, last year was 866,915. The annual cost for each was about $2.22.

Youths' Department.

WHO LIVES IN MY HOUSE?

Some years ago, there was printed a little book called "The house I live in." It treats of the human body, the wonderful house in which the soul lives. Let us talk a little while about the spirit or soul that dwells in this strange house. The house itself and its furniture are so ingenious and beautiful, with its thatch of fine hair, its jointed framework of bones, its pipes to send the warm blood to every part, its elastic muscles like so many india rubber straps to set it in motion, its walls of living flesh, its heart beating time like a clock, its lungs like a great stove keeping it all warm, its organs of speech of finer tones and more musical than any piano, its eyes like revolving windows fitted with microscopes rather than glass, its delicate nerves running like little white telegraph wires to every limb and muscle, and all its skillful machinery for pleasure and power; how wonderful must be its inhabitant, the immortal soul for whom this little palace was built.

There is one difficulty in getting acquainted with this spirit: he never comes out doors; but then he is often seen looking out of the windows, his voice is heard coming from the mouth, and all the motions of his house tell pretty plainly what he is doing; so that although he can not be seen, we know that he is there and can learn much of his character.

At some future time I may attempt to tell my young readers some strange things that are known about the soul, that little caged angel, which dwells in the body like a man in his house; but now I have one or two other things to say, which it is important that every school boy and school girl should think about.

1st. *How much more valuable the soul is than the body.* Who does not esteem a man of more consequence than the house he lives in. How we should laugh at a girl who should get a doll as large as herself and spend her time in dressing it and watching to see whether people admired it; yet she would not be more foolish than the boys or girls who seek to dress up their own bodies in fine clothes to make their acquaintances envy or admire them. Let the person be kept neat and in order just as a man would keep his house; but remember that it is more important still to take care of that wonderful mind that lives in the body. And so I remark,

2d. *Study strengthens and benefits the soul.* Schools are established for the soul. For it, books are written and teachers employed. The true object of study is to make that noble spirit that God has sent down to live a few years in the body, wiser and

stronger and happier. The mind does not eat bread: it feeds on truth, and you must study to learn truth for it or it will starve. It does not run and leap as the body does, but its exercise is thinking. *Study*, then, and *think*, so that the soul may grow strong and healthy. Remember that every hard lesson well learned is a triumph of the mind, and makes it stronger.

And think how noble it is to have a great soul. Some men have large, fine bodies, but if we could measure the soul that lives in those fine bodies, we should find it a poor, mean, foolish little thing, all starved with ignorance and vice. On the other hand the spirits that live in some other men, are great and wise and good beings. If you wish the souls that inhabit your bodies to become thus wise and good, learn your lessons patiently and with courage; read not silly story books, but good books, histories, and especially the Bible; love God and your neighbors, and do all the good you can think of; then that soul will grow grand and beautiful, and when the house it lives in, the poor body, shall fall down, the soul will go back to God who sent it, a bright and happy angel.

FISH TAMING.

The following beautiful story, written by Prof. Upham, we extract, for our school children, from the excellent paper of an old and dear friend, the Christian Times, Chicago. When our little readers have been amused with the idea of fish and turtles being tamed and educated, let them stop and think a little while about this story. Think what a power there is in kindness. Even the fish felt it and the clumsy turtles. And that little girl; how beautiful and happy she looks, as we think of her, down by that pond, calling to her fish. Dear, noble little child, may you have many imitators, not only among school children, but even among grown men and women.

A few years ago I read in a newspaper in America, that the fishes in a certain pond had been tamed, and brought back again, at least in some degree, into the original association with humanity. Being at leisure at a certain time, and having some curiosity to ascertain the truth of this statement, I embarked in a boat in Boston harbor, and went down to Hingham. It was near night. Next morning, quite early, I went towards the pond, which was said to be the theatre of this interesting and unprecedented state of things. I recollect that I went through a long piece of woods, which was without habitations, and which, in its tranquility and beauty was favorable to benevolent dispositions and thoughts. The early sunbeams were sporting with the dew drops; and the birds were singing in the branches. After passing through the

woods and coming in sight of the pond of water, I went to a farmer's house not far from it. I knocked, and a good-looking woman, with that intelligent and benevolent aspect which marks the woman of America, came to the door. Making such apology as I was able for a visit so early, I remarked that I had come for the purpose of seeing the fishes in the neighoring pond, which were said to be tamed. Readily accepting my explanations, she pointed to a place on the brink of the water, and said that one of her children would soon come down there.

I had not stood there long before a little girl. apparently anxious not to detain me, came running down. She seated herself on a rock on the shore and looked into the mirror of the morning waters, which reflected back the delightful image of her innocent beauty. She called to the fishes ; calling them sometimes by the names of their tribes, and sometimes by particular names which she had given them. There was one large one, which she called Cato. But Cato was in no hurry to come. She said it was rather early for them. They had not yet left their places of slumber. But repeating still more more loudly the invitation of her sweet voice, they began to make their appearance. The smaller ones came first, and then the larger ones of many varieties ; at last Cato, who was a sort of king and counsellor in his finny congregation, came among them. Delighted with this renewed visit of their virgin queen, although they seemed to be conscious it was rather early in the morning, they thrust their heads above the water ; and she fed them from her hand. And I fed them also.

Observing something peculiar at a little distance in the water, I was surprised to see two turtles making their way towards her.— Her voice of affection had penetrated beneath their dark, hard shells. And I noticed that they came with great effort and zeal ; as if afraid of being too late at this festival of love. One of them, as soon as they reached the shore, scrambled out of the water, and climbed upon the little rock beside her. And she fed them both. I shall not easily forget this interesting scene, this little episode of millenial humanity.

How Kentucky got its Name.—The origin and meaning of the name of Kentucky has been accounted for in different ways, both ingenious and plausible. The lates' analyis of the word Kentucky, that we have heard, we had a few days ago from the lips of an old hunter, now in the ninety-ninth year of his age. When Boon first came to that country it was inhabited exclusively by no tribe of Indians, but was the common hunting ground for all the tribes of the adjacent country. The rich valleys were covered with a chapparal of *cane*, bearing a small berry, on which the turkeys came in countless numbers to feast. Thus, it was enough for the whites to call it the land of "*Cane and Turkey.*" The Indians, trying to pronounce the words, got it Kentuckee, from that it was abbreviated into Kentuck, and finally the name by which it is now known, Kentucky—*the land of Cane and Turkey.*—*Schoolmate.*

CURIOUS RHYMES.

FROM THE SCHOOLMATE.

What is earth, sexton?
A place to dig graves.
What is earth, rich man?
A place to work slaves.
What is earth, gray beard?
A place to grow old.
What is earth, miser?
A place to dig gold.
What is earth, school-boy?
A place for my play.
What is earth, maiden?
A place to be gay.
What is earth, seamstress?
A place where I weep.
What is earth, sluggard?
A good place to sleep.
What is earth, soldier?
A place for battle.
What is earth, herdsman?
A place to raise cattle.
What is earth, widow?
A place of true sorrow?
What is earth, tradesman?
I'll tell you to-morrow.
What is earth, sick man?
'Tis nothing to me.
What is earth, sailor?
My home is the sea.
What is earth, statesman?
A place to win fame.
What is earth, author?
I'll write there my name.
What is earth, monarch?
For my realm, 'tis given.
What is earth, Christian?
The gateway of Heaven.

MINUTE WONDERS OF NATURE AND ART.

Lewenhoeck, the great microscopic observer, calculates that a thousand millions of animalculæ, which are discovered in common water, are not all together so large as a grain of sand. In the milt of a single codfish there are more animals than there are upon the whole earth; for a grain of sand is bigger than four millions of them. The white matter that sticks to the teeth also abounds with animalculæ of various figures, to which vinegar is fatal and it is known that vinegar contains animalculæs in the shape of eels. A mite was anciently thought the limit of littleness; but we are not now surprised to be told of animals 27 millions of times smaller than a mite. Monsisa de l'Isle has given the computation of the velocity of a little creature scarce visible by its smallness, which he found run three inches and a half a second: supposing now its feet to be the fifteenth part of a line, it must make 500 steps in the space of three inches, that is it must shift its legs 500 times in a second, or in the ordinary pulsation of an artery. *See Hist. Acad.* 1711, page 28. The itch is known to be a disorder arising from the irritation of a species of animalculæ found in the pustules of that aliment; it is a very *minute animal*, in shape resembling a tortoise, of a whitish color, but darker on the back than elsewhere, with some long and thick hairs issuing from it, very nimble in its motion, having six legs, a sharp head, and two little horns. The proboscis of a butterfly, which winds round in a spiral form, like the spring of a watch, serves both for mouth and tongue, by entering into the hollows of flowers, and extracting their dews and juices. The seeds of strawberries rise out of the pulp of the fruit, and appear themselves like strawberries when viewed by the microscope. The farina of the sun-flower seems composed of flat, circular minute bodies, sharp pointed round the edges; the middle of them appears transparent, and exhibits some resemblance to the flower it proceeds from. The

powder of the tulip is exactly shaped like the seeds of cucumbers and melons. The farina of the poppy appears like pearl-barley.—That of the lily is a great deal like the tulip. The hairs of men are long tubular fibres through which the blood circulates. The sting of a bee is a horny sheath or scabbard, that includes two bearded darts: the sting of a wasp has eight beards on the side of each dart, somewhat like the beards of fishhooks. The eyes of gnats are pearled, or composed of many rows of little semi-circular protuberances ranged with the utmost exactness. The wandering or hunting spider, who spins no web, has two tufts of feathers fixed to his fore paws of exquisite beauty and colouring. A grain of sand will cover 200 scales of the skin, and also cover 20,000 places where perspiration may issue forth. Mr. Baker has justly observed with respect to the Deity, that with Him "an atom is a world, and a world but as an atom."—*Family Magazine*

QUESTIONS AND PUZZLES.—Write down four 9's so that they shall stand for 100.

What parallel of latitude passes through the most cities?

A stone of forty pounds weight may be broken into four pieces that will weigh every pound from one to forty. What will be the weight of the different pieces?

Divide 33 into two parts that shall be to each other as $2\frac{1}{2}$ to 3.

Frank and John live three-fifths of a mile apart; now if Frank meet John three-sevenths of the way, how far will they be from each home.

Two neighbors purchased an eight gallon cask full of molasses. They have, at home, only a three gallon and a five gallon measure. How shall they, with these, divide the molasses equally between them?

A VILLAGE IN A TREE.—A missionary describes a tribe in South Africa, called Bakones, who live in huts, perched on the branches of a large tree, to which they mount by notches cut in its trunk.—He climbed up and visited these huts, which had only a single room about six feet across, but which contained all that was needful for the simple people, their bed, cooking vessels, and a few other things. He counted twenty huts. The tree is described as a species of fig-tree; and the custom is adopted as security against lions that prowl about in large numbers.

A SHREWD TRANSLATOR.—Monsieur Malo being employed on an American work, came to the words *moose deer;* he flew to his dictionary, but could not find moose; but discovering mouse he sagely concluded moose to be a misprint, and he accordingly translated the sentence thus:—"Great mice, six feet high, with antlers."—*Home Gazette.*

MEANING OF WORDS.—The study of the meaning of words is very pleasant and very useful. Let us see: "Heaven" is only the perfect of "to heave," and is so called because it is "heaved" or "heaven" up, being properly the sky raised aloft. "Smith" means one who "smites" as the blacksmith, upon the anvil. The "left" hand is the hand which we "leave." "Odd" is properly "owed;" as an *odd* glove, one which is *owed* to its mate. "Wild" is the perfect participle of "to will;" as a *wild* horse, one which is *willed*, self *willed*, or unbroken. "News" is supposed to be the same as "noise;" and "Owl" is only the bird that "howls" or screeches. "Trivial," comes from two Latin words, "tres viae," and the "trivium," or "trivialities," properly mean the talk of those who loitered about the corners where three ways met. "Rivals" were those who lived by the same "river" and sometimes contended as to which should have the use of the stream. There are two other words very important to scholars, with which we end this little lesson. The "diligence" to which they are so often urged comes from the word "diligo," I love, and to study with diligence is to study as one who *loves* it. "Amusement," the other word, comes from "a musis," and means turning away from the Muses, the patronesses of learning, or from the learning which they taught. Now as we can only turn away from that which we have been attending to, so we must first study faithfully before we can really enjoy *amusement*.

A white man sold some powder to an Indian, telling him if he sowed it in the ground, he might raise his own powder. The Indian watched his ground for a long time with great patience, but at length began to suspect that he had been imposed upon. He said nothing, however, but went to the trader, who had forgotten the trick, and obtained credit for a quantity of goods. When the time of payment came, the trader requested the money, but the Indian, with great complaisance, only replied, "Me pay you when my powder grows!"

—— As we wish to contribute in some way to our young friends' improvement in the useful art of composition, we will hereafter publish each month, the best composition of not more than one page, and written by a school boy or girl, that shall be forwarded to us. The name and age of the writer must be given, and the certificate of the parent or teacher that it was written without the aid of others.

Editors' Table.

Dr. TAPPAN's Report to the Regents of the University is before us. It is an able document, and worthily sustains its author's high reputation. Its statement of the present condition of the University is full of encouragement to the real friends of that institution. The number of students is double that of last year, and thirty more than the largest number ever hitherto in attendance. It nearly equals the dormitory accommodations provided, and the Chancellor therefore proposes an immediate resort to the policy of leaving students to obtain rooms for themselves elsewhere, the institution undertaking only to provide the lecture rooms &c., needful for the proper business of the University. This would be a large advance on the present plan of American Colleges, and the buildings already erected would meet the wants of the University for years to come.

The Report also contains a brief but lucid explanation of the celebrated Prussian School system, and asserts the applicability of the principles of that system to our own State. It accordingly recommends the speedy establishment of the University proper, a lofty institution towering above the College, which is only preparatory to it, and conducting students under the lectures of learned professors far on in their chosen paths of scientific pursuit. No one will deny that this idea of an institution of learning is a sublime and proud one, and the conception it involves of human education is correspondingly grand and noble; but whether the people of Michigan have really contemplated such an institution, and do desire it, forms a point in debate between Dr. Tappan and many who have undertaken to criticise his sayings and doings. It is also disputed whether the State will furnish the means to endow it. For one, we cannot believe Michigan will be found recreant to duty in carrying out and sustaining any system of education, however magnificent, when her citizens shall be convinced of its wisdom and feasibility.

Leaving the lesser carpings and criticisms that some of the press are bestowing upon the report, the occasion fits us to remark that the present seems evidently an era in the educational history of this State. The recent conflict between the friends and foes of the free schools, stirring deeply the minds of the people, the successful establishment of the State Normal School, the Teachers' Institutes that have been held in connection with it, and the introduction of a new regime at the University, all mark the time, and conspire to give a new impulse to the cause of popular education; and he must be blind indeed who does not see that this impulse is

felt, in the increased zeal and efficiency of our teachers and the improved condition of our schools. A spirit of inquiry is abroad not only in reference to the questions in dispute but in regard to all that concerns our educational progress. Let the teachers and active friends of learning bestir themselves to stamp upon the public mind educational ideas of the highest order. Michigan is now making rapid strides in her physical progress. Who would not rather see her growing greatness stamped in the mould of intellectual Greece, than in that of mercenary Tyre? Who would not desire to see her take rank beside Massachusetts, the land of schools and literature, rather than with California, the land of greed and gold?

STATE TEACHERS' INSTITUTE.

The spring session of the State Teachers' Institute will be held at the Normal School, Ypsilanti, commencing on the last Tuesday of March, and continuing two weeks.

The lectures on this occasion will be carefully adapted to the wants of the Common School Teacher.

A course of lectures on the subject of Mathematics is expected from Prof. Davies.

Dr. Cutcheon will lecture through the term on Physiology.

Persons attending will incur no expense except for board.

The State Board of Education earnestly desire to place it in the power of all to receive the benefit of this Institute. The time of its session has been chosen with direct reference to the most general time of spring vacations, and the entire expense will be sustained by the Normal School fund.

All experienced Teachers will be invited to prepare or speak on important topics set forth in a circular.

All are most cordially invited to attend. W.

——We return our sincere thanks to the press of the State for the kindly manner in which they have noticed our journal and the enterprize of its establishment. The greetings of many correspondents also encourage us in our efforts. To the Teachers of the State we still look for efficient aid in maintaining the Journal. Brethren we are your appointed agents in this work, and shall we not have your active and hearty co-operation? If every subscriber, on the reception of this number, will give us *one hour* of earnest, cheerful effort, we shall hope to come up to our spring gathering with the cheerful tidings that our Journal is placed on a safe foundation. Will you give us that one hour?

—— Several active and efficient agents are wanted to obtain subscribers for this Journal in different sections of the State. A liberal per centage will be allowed.

——If any of our subscribers fail to receive the Journal, they will please notify us immediately, stating distinctly their Post office address.

Book Notices.

SMITH'S GEOGRAPHICAL SERIES.—Mr. Botsford has just placed in our hands, Smith's series of Geographies, published by Daniel Burgess & Co. New York.

Before noticing the prominent features of these books, we have a word to say in regard to the position we take in such matters. We hold ourselves ready to express our candid opinion of the merits or demerits of any school books which we have time to examine. And this we will do faithfully—without reference to publisher, agent, or author. We can speak the more freely on this subject, (a privilege which we claim on all topics) because we happen to be free from all responsibility. The choice of text-books for the schools under our charge is in other hands—where it ought to be. A cursory view of these Geographies has impressed us favorably. The introductory book is admirably adapted to the purpose for which it is designed. The maps and cuts are neatly executed, the matter is appropriate, the style simple and attractive. In the quarto Geography the statistics of population, and all the latest changes of political boundaries, are given with great accuracy and care. In all the numerous maps of the series the type is quite distinct and the coloring good. The Atlas of Ancient Geography exhibits those divisions which are the prominent subjects of ancient history. This department of Geography, though very important, has been much neglected. We commend these books to each teacher to examine for himself. W.

FASQUELLE'S FRENCH COURSE, FASQUELLE'S COLLOQUIAL FRENCH READER, AND FASQUELLE'S TELEMAQUE. By Prof. Louis Fasquelle, of the University of Michigan.

These works published by the enterprising firm of Newman & Ivison, New York, have been laid before us by their worthy Agent, Mr. G. H. Botsford. They are text books of sterling value, and well deserve the wide favor they are receiving.

The first named book contains the principles of the French Grammar, progressively arranged, and exercises both in analysis and synthesis. The exercises exhibit great care and skill in their selection, and are admirably adapted to secure an easy and rapid progress. The Reader is convenient in size, is filled with interesting selections from French authors, and is enriched with frequent colloquial exercises and a copious vocabulary.

The Telemaque is prepared with references to the author's French course, and with interpretations of difficult words. These works will be found no mean contribution to the study of the French tongue.

DAVIES' BOURDON'S ALGEBRA revised, LEGENDRE'S GEOMETRY revised, PRACTICAL MATHEMATICS, SCHOOL and UNIVERSITY ARITHMETICS; published by A. S. Barnes & Co. N. Y.

We are indebted to B. B. Northrop, the gentlemanly agent of the publishers, for the above works of Prof. Davies. Davies' series of Mathematics is, we believe the most extensive and complete of any in this country. They are widely in use, throughout the United States, and their merits are too well known to need repetition. The author has conferred another favor upon the lovers of mathematical science, in the improvements he has made in the revised edition of the Bourdon and Legendre. We notice among the amendments, some changes in the arrangement, the introduction of new matter and additional examples, and an improvement in many of the definitions. The Practical Mathematics is designed to succeed the University Arithmetic, and contains rules for the application of mathematical science to the mechanic arts. The chapters on architecture and drawing will be found full of interest to pupils. Davies' Arithmetics are well adapted to the business of the school room.

TOWN'S READERS, TOWN'S ANALYSIS, AND TOWN'S SPELLER AND DEFINER. Published by SANBORN & CARTER, Portland, Me.

Mr. E. D. Osband, Agent for the publishers, has courteously favored us with a set of these works for examination. The Readers are five in number, forming a series designed to conduct the pupil from the mere sounds of the a-b-c-d arian, to the sonorous periods of the finished student of the art. The matter in these Readers seems well chosen and interesting, and the elementary lessons in elocution clear and practical. The rules for reading are arranged under the six heads of Articulation, Accent, Emphasis, Inflection, Modulation, and Reading Poetry; each of these divisions is amply discussed and illustrated with appropriate examples. "Town's Analysis of the derivative words in the English Language" is a work which has long been known in our schools, and although several other works in the same department have been written, this still retains its full share of the public favor. The Speller and Definer, by the same author, appears to be prepared with much care, the words in one column being defined by those in the next, thus giving the pupil a valuable knowledge of the synonyms of the language.

THE WESTERN LITERARY CABINET.—The January number of this pleasant monthly comes to us in a new dress, and is in many respects a superior number. We wish our cotemporary the success she so well deserves. Edited and published by Mrs. E. M. Sheldon, Detroit. One dollar a year.

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No. 60 John Street, New York,

PUBLISH THE FOLLOWING VALUABLE SCHOOL BOOKS:

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The type is large and open, and no expense has been spared in making their appearance agreeable.

Wherever practicable, illustrations are profusely introduced from engravings on wood, stone and steel, colored in the highest style of the art; and these, so far from being used as mere ornaments, serve a happy and appropriate purpose.

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Each book brings up its subject correctly to the present time, with every improvement.

The works have uniformly been received with the utmost favor, and their circulation is rapidly increasing.

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Revised and Newly Illustrated Edition of Smith's Geography and Atlas, to which has been added ANCIENT GEOGRAPHY.

This work has been very much enlarged, embellished with new illustrations throughout, designed expressly for it, critically corrected and thoroughly revised, so as to conform to the census of the The United States for 1850—to that of Great Britain and Ireland, March, 1851, and to the latest that could be obtained of other countries.

The Atlas has been not only thoroughly revised, corrected and enlarged, but also contains a large number of new and interesting statistical tables, from the census of the United States and other sources. It will be bound in stiff cover only.

These improvements and additions will greatly enhance the value of the work, and, if the views and method of the author are fully carried out, much valuable time of the pupil will be saved, and great labor on the part of the teacher avoided.

Smith's Series of Geography consists of

Smith's Primary Geography for Beginners.
Smith's Quarto Geography.
And the Geography and Atlas mentioned above.

Smith's first book on primary Geography, which was expressly prepared to meet a want of the public, in respect to a Primary Geography, and hence is literally what its name denotes. The plan is entirely original, and as far as it goes, the book is complete within itself. The numerous teachers who have used it, pronounce it in every respect a superior work.

Smith's Second Book, or Quarto Geography, by its large size, allows the combination of Atlas, of Maps, and Text Book, in one work. The maps are from steel plates, and finely colored; and the questions on the maps are usually on the opposite page, and at the same opening.

Mayhew's Practical Book-Keeping—By Single and Double Entry.—By IRA MAYHEW, A. M., author of a Treatise on Popular Education.

This is a very neat-looking volume, whose title, PRACTICAL BOOK-KEEPING, is indicative of its leading characteristics. The specimens of accounts presented in it are in script that closely resembles writing, and they hence afford excellent models for imitation. The book contains four forms of accounts, immediately following each of which is a large number of examples for practice. That this treatise ought to be as extensively studied in all our schools as arithmetic, grammar, and geography now are is commonly received opinion among practical educators to whom it has become known.

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TOWER'S GRAMMAR.—Gradual lessons in Grammar, and Sequel.

This system of Analysis and Composition was the first published in this country; and it is free from the cumbersome phraseology and useless distinctions which others have so exactly and nicely copied from foreign works. Every teacher who examines this Grammar is delighted with it. Few works have ever received so many and such high commendations. Language is regarded and studied as the medium of THOUGHT. The above works are for sale by Booksellers generally.

C. H. BOTSFORD, Agent, Ann Arbor.

MICHIGAN

JOURNAL OF EDUCATION

AND

TEACHERS' MAGAZINE.

VOL. 1. MARCH. NO. 3.

THE EDUCATION NEEDED IN AMERICA.

The education required in this country is peculiar. There are only two grand systems of educational apparatus that may be said in our country to have reached a mature development, and both of them need now careful attention, and are susceptible of great improvement. These are the Common School Systems and Periodical Literature. It may be novel to consider the latter as educational apparatus, but it is by far the most influential in the country; and any system or plan devised to diffuse information and elevate the mental and moral character of the nation, that overlooks this, is radically defective and unphilosophical.

The Common School and the newspaper are two great glories of America. For neither of them, in their present form and efficiency, are we indebted to foreign influence. They may be properly considered as indigenous to our own soil. We are not indebted to Prussia, nor to any other nation, for our Common Schools. The Dutch settlers of New York may possibly have known that some kind of Public Schools existed in Prussia when they entered the wilderness on the banks of the Hudson, though we doubt it, yet they early established Common Schools. The Pilgrim Fathers of New England certainly were not influenced by any such facts, but as an original idea with themselves, planted the school-house and the church, even before they sowed any seed in the ground for the sustenance of the body. From that day to this, common schools have been an integral part of American institutions. Like town

meetings, they were an original American invention, growing out of necessities of the people and their peculiar views upon the rights of man. In Massachusetts, which may be considered the birth-place of the institution, one million of dollars, or nearly five dollars for each scholar, is expended annually, and it may be safely said that means are offered to the children of this State to learn as much as they are capable of acquiring from books and instructors. No other State quite equals the leader, but many others are pressing on with commendable rivalry. Indeed we may safely predict, that the time is not far distant, when many States in the Union, and especially the Western States, will have made a more abundant provision for the education of the young than is now made by Massachusetts.

If we turn our attention to the other great educational apparatus, we shall see much to excite our gratitude, and not a little to awaken our fears. The amount of reading furnished to our community and devoured, is truly immense and unparalleled, either in history or in other nations. That much of it is shallow and worthless, and not a little of it false and pernicious, all must acknowledge; still that it is the vehicle of an immeasurable amount of history science, philosophy, criticism and poetry, it would be absurd to deny. Every new discovery and invention is heralded in the public prints. Scientific and philosophical disquisitions, from the feeblest efforts of the tyro to the most profound treatises of the masters, are spread upon the all-embracing pages. Lectures that have cost months of study to minds disciplined by long years of training are re-written from the lips of the speakers and scattered by thousands among the people. The newspaper and the journal are the great university lectures to four-fifths of our people. And let not their power be despised. They convey the substance of volumes for a few cents. The days of folios are past. Knowledge has escaped from its antiquated cells and bonds and presents its cheerful countenance in every door and by every fireside. Many a man, by a judicious use of these modern means, though he has never studied within the walls of a college, or even academy, has obtained the higest rank among men of thought and action.

This it is that keeps our youth, after they have left common

schools, from sinking into imbecility. We are told by travelers that many of the Prussian peasantry who were compelled to attend school in childhood exhibit but little benefit from it. Their accomplishments dwindle to a mere ability to cast simple accounts and write their names. They need the newspaper and the journal to sharpen their intellect These we have. And we have no hesitation in saying, that he is a contemptible specimen of an American that does not read regularly one or more periodicals of his own.

Now so far from overlooking or undervaluing the power of our ephemeral literature, we believe that it it is with special reference to it, that all our schools, from the lowest to the highest, should be regulated. We believe that all our systems of school education should be modified by a recognition of the fact, that the people will have all the opportunities and be exposed to all the influences presented by the public press.

To make the most of these opportunities, and guard against the effect of constant sophisms and mistatements—for both good and evil must be met–a very thorough and rigid training is needed in schools. The universal elements of truth, underlying all knowledge, ought to be printed on the memory. Practical logic, the power of detecting false reasoning, ought to be imported. Fundamental facts should be thoroughly understood, and the child should be so trained as to be able to step out of the school-room into the great university of common life, where without a master, he must choose his own course and select his own belief, amid the discordant voices of more teachers than ever beset the youthful aspirant for knowledge in Greece or Rome.

In a good diamond, the central particle is as perfect a gem as the whole structure. It is by a regular accretion that the symmetry from within outwards is preserved. In childhood the nucleus of knowledge must be acquired; the foundations of a sublime mental structure must be laid.

From this we see the utter absurdity of much modern school instruction. Science made easy, philosophy diluted to infantile capacity, treatises on Astronomy to follow primer instructions, and perhaps, next.—"The Integral Calculus made easy, printed in large capitals, designed for Infant Schools, and illustrated by wood-cuts,

—all show the utter misapprehension of the true wants of a child. What the child needs is not a miscellaneous jumbling of disjointed facts, gathered from earth, sea and heaven, but thorough and systematic training in those elements of thought which he is capable of comprehending.

Perhaps no more ludicrous exhibition of the error of which we are speaking can be found, than in some fashionable female schools where the territory of science explored by a miss of fourteen, in one term of three months, would appal a Humboldt with ten years leisure before him. Little do the fond parents, or perhaps even the incompetent teachers, imagine that a good knowledge of Arithmetic had better precede Algebra, and an ability to analyze an English sentence, an effort to comprehend a polyglot grammar.

The object of all school instruction, even the college, is not so much to impart knowledge as to show how to obtain it and classify it and use it; knowledge will flow in fast enough in our country provided only the right habits of study and thought are acquired.

E. O. H.

——We select the following close questions from a series published in the *Ohio Journal of Education*. The state of moral discipline they point to is a high one, and the means of attaining it are well worthy the teacher's earnest consideration.—Ed.

1. Can you now leave your school-room, with your entire school assembled, for thirty minutes, with full confidence that just as good order would prevail during your absence as during your presence?
2. If you can not now thus leave your pupils, trusting to their self-control and uprightness, do you think it practicable for teachers to attain to this standard, for any and every grade of schools?
3. If you deem such an attainment *possible*, do you think it the duty of *every* teacher to strive to reach it?
4. What motives would you think it proper to employ, and what entirely to exclude, in such an undertaking?
5. What moral qualities would you think it necessary especially to cultivate, preliminary to such scrupulous regard to propriety of conduct in your pupils?

THE STUDY OF HISTORY.

If, as has been said, "the proper study of mankind is man," then human history should occupy no mean place amongst the branches taught in our schools. The onward march of human life from its distant beginnings in the old ages, swelling out from the solitary man who dwelt in Eden to the thousand millions, whose ceaseless tramp is heard on all the shores of earth, the progress of national life as state has followed state like the waves of a vast and vital ocean; and the developments of man's intellectual life, as seen in the out-growth of his faith and philosophy, furnish no unimportant or uninteresting topics of thought and study.

Few studies indeed furnish more of real food for thought than this, and though it is not equal, perhaps, to the mathematics or languages as a mental discipline, it is not wholly without use in that respect. Properly pursued, it affords to the memory and imagination a vigorous cultivation, and gives to the mind a breadth of views and a grasp of original thought that scarcely any other study produces. Mathematics tend to make the mind severely logical in its methods, and the study of the languages refine the taste and give the power of close and critical analysis; but neither mathematics nor languages increase greatly the students, originality nor extend his field of thought. History, on the contrary calls into active exercise the speculative powers of the mind, and excites in the pupil a spirit of enlarged inquiry. He finds, in the actual life arouud him, the never ending play of the same human passions that have made and moulded history and in the light of their mutual illustration he gains larger and truer views of both the past and present. Thoughts of the most profitable and practical character are forced upon the true student of history, by the scenes of every day life.

But the chief advantage of history is the mass of valuable information it gives. The annals of the past are the great store-house of human wisdom, and along the pathway of history are found the beginnings of all science. Mark the speeches and writings of our most sagacious and far seeing statesman and citizens and see how full they are of historic illustrations and allusions. The man

whether in public or in private life, noted for the expansiveness of his views and the practical wisdom and liberality of his opinions will usually be found a diligent student of history.

But the history of mankind is the study of a life time and cannot be mastered in any time that can be allotted to it in school. Two ends seem mainly desirable to be accomplished in this study in the school room; 1st to instruct the pupil in those canons of historical criticism which shall enable him to detect the truth amidst the often conflicting statements of different authors, and 2nd to furnish his mind with a clear and well defined skeleton or out line of history around which his future acquisitions may easily arrange themselves. In attaining the latter object the memory must be helped to retain certain prominent dates and facts, which may serve as milestones along the way.

Among the various contrivances for mapping out the vast fields of historic time perhaps none are more ingenious or efficient than

BEM'S METHOD.*

This method was originally used in the scnools of Poland, and was introduced by Gen. Bem, the Hungarian, into the schools and colleges of Paris. It employs two charts, one for ancient, and one for modern history. These charts are divided into large squares representing centuries, and each century is subdivided into one hundred small squares for years. Each year is again subdivided into nine smaller squares, each one of which is assigned to some prominent class of historical events. To indicate the different nations, various colors are used, and thus the great outlines of national life are depicted to the eye, and as each century has its fixed place upon the chart, it is literally a map of time. Appealing to the principle of local association, the readiest and in most minds the strongest of all, the general course of history is impressed almost indelibly upon the memory.

But this is not the only advantage of these charts. The pupil learns from them almost without effort, synchronology of the different nations, and he may therefore be allowed to pursue the history

*This method has been introduced into this country by Miss E. Peabody, an old teacher in Massachusetts, who, has made S. D. Elwood, Detroit, her agent for the sale of her charts and manuals in Michigan.

of each nation by itself, from its beginning to it clsose, without the danger of losing sight ofits relative position in time. This also facilitates the introduction of the study, a great obstacle to which will usually he found in the teacher's want of aquaintance with the subject. By this method he may first take up that history with which he is most familiar and proceed to others as he becomes able. A thorough knowledge of the subject is requsite in this as in every other branch to the highest success in teaching, but a larger measure of success can probably be attained, by the incompetent teacher with this method of teaching than with any other.

The charts also present to the eye, and impress upon the memory, the length of particular historic periods, and the intervals between different events. Thus the great obstacles to a profitable study of history, the difficulty of remembering so many events and dates and of so arranging them so as to gain a clear idea of their relative distances, are removed and history made as easy as geography. These charts have other great advantages, but enough have been mentioned to show their utility. Their general introduction would tend to make history one of the most popular and useful studies in our schools.

While I would honor and esteem what are called practical men, and wish their number a thousand-fold increased, yet I cannot concede that what is frequently called a practical man,in distinction from a scholar, can be compared with the same man had he been thoroughly educated. To explain what I mean. Let there be a committee raised in Congress, or anywhere else, before whom great and important questions are to come. Let this committee consist of seven men, six of whom shall be what are denominated practical men. The seventh shall be an accurate scholar, with a mind thoroughly disciplined, but a stranger to the business in hand.—It becomes the duty of this committee to make out an elaborated Report on some great national question. They meet to discuss it again and again. The modest student takes his place among them; and the result is, that when that Report comes to be made out, the man with the disciplined mind is the man to do it. It will inevitably fall into his hands. No other mind there can so readily and fully grasp the whole subject, collate all its parts, put each part in its right place, and then bring forth an exposition which shall settle the minds of the nation. He can do it, and here lies the real power of the student.—*Dr. Todd.*

ON CONDUCTING RECITATIONS.

The recitation is the best test of the teacher as well as of the scholar. If a teacher possess ability, here is the place where it is exhibited, for it is the grand theatre of his operations, Hence, the teacher who aspires to eminent success in his profession, should neglect no opportunity to find out and practice the best modes of managing recitations.

The principal means of improvement in this respect are found in conversation with those of greater experience, in reading, in observation, and in judicious experiments. But as skill in conducting recitations involves many of the requisites of a good teacher, it must not be imagined that it is a thing to be attained by an off-hand effort, or by following this or that set of rules.

> It is not the hasty product of a day,
> But the well-ripened fruit of sage delay.

It is not our design in this article to treat the subject philosophically or profoundly, or, in other words, to develop and illustrate all the *principles* to be attended to in performing this department of the teacher's duties. We aim at nothing more than to drop a few hints which may be useful to beginners, and to answer, though imperfectly, that question which they are apt to ask themselves as they stand before their clases—*How shall I proceed in order to render this exercise as pleasant and profitable as possible?*

As a preliminary step in attempting to reach this result, it is important to give pupils definite and particular directions as to the manner of preparing their lessons, and the manner in which they will be expected to recite.

The difficulties they will be likely to meet should be anticipated and though not solved and cleared up, such hints should be thrown out as the case may require. The means of securing faithful preparation on the part of pupils, does not come within the range of our present subject. But, let us suppose that object attained, and the recitation commences.

Attention is the most important thing now to be required of the pupils; undivided attention, the attention of the whole class as long as the recitation continues. I put an important question to one of my pupils a few days since, which he could not answer, and pleaded in excuse, with eyes filled with tears, that it was not in the book, and he had never heard it before. But the fact was that it had been disscussed and answered in his presence on the day previous, while he was inattentive, and so he was none the wiser for what had been said about it. Instruction is wasted on minds while in such a state. It is seed sown by the way-side. Attention is a fundamental requisite of a good recitation, and must be secured at any cost, for without it the best of instruction can neither be understood nor retained. The teacher should leave no expedient untried till he has succeeded here, for it is idle to attempt any other conquests, while this victory remains to be achieved. But he

must not attempt impossibilities, and contend against nature with the expectation of a complete mastery, for there are some wits so wandering, that no art can keep them on the same subject for a long time. Pupils of this description need to have the kaleidoscope turned often before their mental vision. The attention of young scholars is soon wearied, and it is very injudicious to drag their jaded minds through long recitations. Their mental repasts should be short and sweet. They will come to them then with a sharp appetite, though often called.

Before dismissing this topic, it is proper to observe that there are two kinds of attention ; that which is caused by an interest in the subject under consideration, and that which is yielded from a sense of duty, or under the pressure of necessity. The former should be aimed at when it is desirable to deposit knowledge in the memory safely. The latter is useful as a mental discipline. When the Athenian orator was asked what was the most important thing in speaking, he replied, *action ;* the second requisite, *action*; the third, *action*. And I would say the same of *attention* in recitation.

Energy is another essential requisite in a good recitation. This quality should never be omitted. It should enter into every action, however minute and trivial. In rising up and in sitting down, in the posture of the body, and in holding the book, it should be constantly insisted upon. Indistinct utterance is not unfrequently the result of a slothful habit of using the organs of speech especially the tongue and lips. In such cases energy is the only remedy. The organs of the body, as well as the faculties of the mind, should be trained to prompt and vigorous action in every exercise in the recitation where it is possible. A right use of the respiratory organs is an efficient means of promoting habits of energetic action. I suppose that it was on this principle that Napoleon selected men for action who were provided with ample nostrils and capacious lungs.

But in our earnestness and zeal for the *fortiter in re* it is well, on the other hand to guard against forgetfulness of the *suaviter in modo*. Energy should be well tempered with the attractive grace of gentleness. It may be useful also to bear in mind, that there is a marked difference between energy and noise,—a difference similar to that between lightning and thunder. The literal meaning of energy is *inwardworkingness*, and where it really exists, it will make itself felt, though speaking in a " still small voice."

The example of the teacher is the best mode of securing energetic habits in pupils. Energy is contagious. Let the teacher be active, brisk, and decisive in his manner, and the same quality will be reflected in his pupils. On the other hand, who ever found a class anything but tame and listless, in the hands of a teacher *eminent* for sluggishness and inactivity ? There is no better rule on this subject than that in the holy proverb, " What ever our hand finds to do, let us do it with all our might.

Encouragement, when judiciously applied, is a powerful agent

in promoting the objects of recitation. It is what scholars of all grades need. Children must have it, or they will not succeed. Encouragement in education is like the sun in the natural world; nothing can supply its place. The teacher who knows how to dispense his smiles of approbation, wields a greater power than ever slept in the rod or was contained in the language of censure and reproach. Make a pupil *think* he can do a thing, and he *can* do it. *Possunt, quia posse videntur.* This is a consideration which requires particular attention, as teachers are constantly prone to bestow the largest share of encouragement where it is least needed. How much more are the bright and bold scholars praised, and cheered on, than the dull and timid! Scholars should be encourged to ask questions, and suggest the difficulties which occur to their minds; for sensible and pertinent questions require thought, and promote mental activity. The skillful teacher will answer one question in such a manner as to provoke many more; and when the appetite of his pupil has become sufficiently keen, he will be directed to the source of information, and encouraged to work the mine of knowledge on his own account.

Exactness is a quality which should be rigorously demanded in recitation, there can be no such thing as scholarship or good instruction without it. In pronunciation, it is not enough to avoid inaccuracies; the utterance should be complete in every respect, and free from all defects. Fragments of sentences, and incoherent phrases, should not be received as answers to questions. It fosters a slovenly habit of expression, and robs the pupil of the best practical means of acquiring readines and correctness in the use of language. It is an important rule to require the pupil to include the question in his answer, and form a complete sentence, which can stand alone. For example: if the teacher put the question, "What is the capital of France?" it is not enough to receive for the answer, "Paris." The answer should be thus' "The capital of France is Paris;" or thus, "Paris is the capital of France." I am aware that it will be objected to this mode, that it consumes too much time, but if a teacher will but adopt it, and practise it for some time, he will find that it is well sometir es "to stay a little that he may make an end the sooner."

In every recitation it should be the aim of the teacher to call into exercise as many faculties as possible; for it is only by exercising them that they can be developed and perfected. When it is possible, principles should be deduced from the particular facts under consideration, the pupils made to see how much more valuable the knowledge of one general truth is, than the knowledge of many facts. Every sort of routine in recitation should be avoided. The teacher who would be very successful must tax his invention to find out ways of varying the exercises, though always keeping the great end in view.—*Mass. Teacher.* 1850.

THOUGHTS FOR PARENTS.

Why is education valuable. Let us consider. The intensely practical man answers, because it enables the possessor to accomplish many useful ends. As for instance a man could not transact ordinary business without knowing how to read or write; he would be liable to be constantly cheated, without a practical aquaintance with Arithmetic, and there is a certain amount of knowledge to be acquired from books, absolutely indispensable to any man, in any station or employment. There are many who have no other idea of the value of education than this.

There are others who advance one step farther. They admit that ignorance, in itself is a misfortune, and that all knowledge is valuable because it increases a man's influence, and admits him to society that he otherwise could not enter, and prepares him for stations that he could not otherwise fill. They, therefore, are in favor of a child learning Geography, Grammar and many of the sciences which in their opinion will not be of any use in his daily business, but may be of *practical* benefit, because they will add to his respectability.

There are still others who look only to the practical advantages of education, who nevertheless take much higher and more philosophical ground. They maintain that the more a man knows and the better is his education, the better prepared is he for success in any pursuit whatever. Other things being equal, they say, a well educated man will accomplish any work better than an ignorant man. He will probably succeed better in sawing wood, digging ditches, sharpening pins, polishing boots, or laying stone wall. Now this is true. In spite of some few apparent exceptions, we hold it to be a demonstrable fact, that a thorough and genuine education will prepare a man for greater success in any business to which he may give his hearty attention. Overseers of large manufacturing establishments have observed and testified, that as a general truth, ignorant workman are far less skillful and efficient than those who have a fair education.

This may be easily accounted for. A true education arouses strengthens and disciplines the mind. It is the mind that ensures,

success. Mind must be strengthened, like the arms, by exercise. There were schools of gladiators in former times in which men learned to wrestle and fight. Thus the muscles were developed and that increased muscular strength might have been employed subsequently for any useful purpose. The one great object of all schools should be, not only to impart a routine of those calculation and facts to be brought into constant use, but particularly to strengthen the mind; to learn pupils to think, and to make them thus stronger men.

There is however a nobler answer to the question. What renders education valuable? and that is, that wholly aside from all practical benefits arising from it, it enlarges, matures and ennobles all the true elements of manhood. It separates a man farther from the brutes; it lifts him up nearer to God. Now and then perhaps you may meet a man—though we never saw such a one—who regrets the time and money he has devoted to learning; but you may be sure that the man is either deficient in intellect, one of those incorrigible dummies whom no efforts can enlighten, or he has been the victim of an erroneous system of study, in which a dull, plodding memorizing took the place of a true manly development of the mind; while on the contrary, in almost every instance, if you should ask a truly educated man, though destitute just now of property, if he would exchange his education for the best estate in the country, he would answer decidedly, no. There is a value about education which cannot be measured by money nor expressed by numerals. It cannot be destroyed by fire, stolen by thieves, nor periled by a tightness in the money-market. If I wished to have a child remember me with gratitude as long as he lives, perhaps long after my death. I would give him a good education. Parents would ensure the affectionate rememberance of their children more by opportunities for a good education than by many acres and immense fortunes. E. O. H.

THE QUINCY SCHOOL.

The next morning I visited one of the lower rooms in the building. There was a class of forty boys present, each one occupying a separate desk. The room wore a very pleasant appearance, and seemed to be kept scrupulously clean. It was the time allotted to the recitation in English Grammar, when I came in. The teacher said to his pupils, "Grammar class—stand forward." At the first word, the scholars simultaneously arose in their seats, and each one folding his arms behind him, and straightening himself up, filed silently around to his position. In a moment the whole class was standing, with heads erect, on a line with the rear wall, and ready for the lesson. The teacher spoke with a full, deliberate voice, so that every person in the room might have heard him distinctly, and the pupils answered in the same deliberate, full tone. I was much pleased with the precise and easily audible voice with which every exercise was conducted, No one was obliged to repeat what was uttered, nor twist his body around, and prick up his ears in order to catch a half smothered utterance.

The recitation was conducted by question and answer. I could distinctly hear pupils in other rooms, at some distance, reciting at the same time, though the doors were all closed and the brick partition walls were quite thick. Teacher and pupil seemed to be impressed with the conviction that a good volume of sound, issuing vigorously from the lungs three times a day, constituted a very good form of physical exercise, and aside from the pleasure and satisfaction arising to visitors and trustees therefrom, was something fully worthy to be cultivated for its own sake. How often, on the occasion of some examination or other public performance, have teachers and parents been pained and chagrined because in spite of all their pains to hear, the sounds intended for their ears would stop in the pupil's throats. I have often told my scholars that any intelligent audience would be much more indulgent to a downright mistake, if uttered with an energetic tone of voice, than to a perfectly correct recitation in other respects, if given so feebly that none could well hear. Every audience is pleased with life and vigor; and all are much more pleased with it than with any other quality in a recitation. Vigor in a recitation is an ernest of something better than a mere lesson. It is a fair promise of an ability to do much more than to learn a lesson; and I am persuaded that the existence of this quality in an examination is the origin of all that secret pleasure visitors feel, on witnessing the performances of a mass of pupils,

On the close of the recitation the order was given, "face forward," and the class filed, in perfect order, each one to his seat. I saw no tripping of feet, no jostling against each other, nor any thing of the kind.

I then went into another department, called the fourth division.

This was a miscellaneous division, composed mostly of Irish boys who are frequently detained at home to assist their parents, and for a multitude of other reasons. All the pupils in this whole building are frequently absent from school, or are deficient in intellect and not able to progress as rapidly as their classmates, are transferred to this room, where the exercises are adapted as perfectly to their circumstances as possible,

In the government of the pupils, the teacher was assisted by monitors. One of them sat in a separate desk on the platform, in a position which enabled him to overlook every pupil in the room. He reports all the cases of misconduct not noticed by the teacher. On going out at recess, one monitor stood at the door opening into the hall; another moniror stood at the sink, where the pupils came to drink and wash their hands; and another stood in the yard, to notice all misconduct. If a monitor sees any thing in the conduct of a pupil wrong, he tells the offender to report himself, with his offence to the teacher.

In the discipline of the school a card is used, on which is recorded each pupil's absence, tardiness, merits, or lessons, and sent to the parents each week.

I noticed that the floor of the room was perfectly clean. I did not discover a piece of paper, nor any other litter, of the size of my thumb nail. When the teacher observed any dirt, or anything of the kind, near a pupil's desk, he reminded him of it, and the pupil either picked it up with his fingers, or went and obtained a dust-brush and pan, and took it up. If a boy's face is dirty, he is requested to go to the sink and wash it.

The teacher informed me that in summer the schools open at 8 A. M. and continue untill 11. A. M. and open at 2 P, M. and continue until 5. P. M. They teach six hours in the summer, but only five in the winter.—*Vol.* II. *Ohio Journal of Education.*

——The growth of minds like the growth of plants is greatly influenced by the atmosphere about them, and he will be a successful teacher who can make the moral atmosphere of his school room favorable to study and thought. Schools, like other communities, have a public opinion which influences more or less every member, and happy the teacher who can produce in his shool room a general desire for progress—a common spirit of inquiry and love of learning.

WHAT SHALL MY SON STUDY THIS TERM!

Having in the preceding article attempted to show that the true aim of Education is attained by attention, rather to the manner than the subjects of study, we are prepared with this guiding principle to seek a solution to the question written above. The question of course respects those, who have already made some progress in learning, and involves a choice between old studies and new ones. In making this choice the danger is chiefly twofold, first that the old studies will be abandoned too soon, socondly that they will be pursued too long, that is, to the exclusion of others and those more desirable. Several circumstances conspire to make the former danger more common, as it is perhaps more disastrous in its consequences, and prominent among them are the tendencies of this busy, shifting age.

There is no *royal* road to knowledge is still a maxim which we occasionally use to overcome the indolence of the hampered sons of affluence, and to encourage the patient efforts of the poor but aspiring student because it chimes in so well with our republican notions of equality; but, that among the multiplied labor saving, space annihilating contrivances, which feed us, clothe us, wait upon us and waft us from place to place so pleasantly and expeditiously, there may not be some *democratic* mental railroad into whose comfortably cushioned seats, may crowd all classes and grades of intellect, from tattered idiocy to purple-robed genius, and by dint of high pressure engines, and high steaming on the part of the engineer, be hurried quickly round the circle of the Sciences and turned out en masse at the terminus of finished Scholarship, it is quite in harmony with the spirit of the age to deny. Nor is it surprising that so many speculators who claim to have laid down various portions of this road, have met with so much encouragement and realized such large returns from the very small capital invested. If we can perform in twenty four hours a journey which our fathers accomplished with difficulty in two or three weeks, why should there not be a corresponding quickening of our mental processes, and what marvel is it that modern minds should vault by six short and easy leaps into a thorough knowledge of Greek, Latin, French, &c.

"Satan* may relish Coffee pie", should contain the elements of a mighty art, destined to obliterate the invidious distinctions which nature has made in the unequal bestowment of the power of memory, and render the tedious and difficult subject of chronology the mere pastime of every youthful tyro.

The favor with which such schemes are received indicates the existence in the social atmosphere of a powerful influence to which parents, teachers and scholars are alike exposed. Parents are impatient to witness the progress of their children, too often indicated to them only by the number of pages of their various text-books intervening between the starting points and the place where their present exercises are found; pupils catch the home-feeling and are in a hurry to get through the book; and the teacher, himself the offspring of the age, and drinking in its spirit, as it comes to him intensified by its passage through parents and scholars is in danger of yielding to its sway and sacrificing thoroughness to mere paginal proficiency.

Hardly second to the spirit of the age in its tendency to promote so rapid a rotation of studies are those false views of Education which have already been in part noticed. Regarding the acquisition of Knowledge as the main thing, thus forgetting or not perceiving the distinction so well expressed in the lives of Cowper

> "KNOWLEDGE dwells in HEADS replete with thoughts of OTHERS men...
> Wisdom in MINDS attentive to their OWN."

Parents are too prone to estimate the progress of their children's education by the number of volumes which have been successively studied and laid aside. Without attempting to enumerate all the particulars which tend to produce the evil in question, one other may be mentioned—the love of novelty incident to the period of youth.

These and other causes produce habits of superficial study and lead to attempts to hasten results which in their very nature must be the work of time and labor. The Latin adage "make haste slowly" is in many respects the language of cautious and timid policy, but in matters of Education it is an imperious neccessity. "Study not many things but much" is another precept derived from the same rich fountain of simple, practical philosophy, inculcating the same

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*Gouraud's system of Menemotemetics.

useful lesson. No precise rule, of course, can be given when a particular study should be dropped and another adopted in its place. The *extent* to which a given study is to be pursued must be decided, wisely or not, by the parties immediately interested, but that decided there is no difficulty in assigning the time which should be allotted to it. The invariable rule should be to allow just that amount of time, be it longer or shorter, which is necessary for the pupil to attain a full knowledge of the subject, so far at least as it is presented. Every important fact and principle should not only be committed to memory, but grasped and comprehended by the understanding, its value estimated and its obvious relations ascertained.

But while the great danger is that the pupil will be hurried too rapidly from one study to another, there is danger of an opposite kind arising from a false view of the scope of a school education, and a mistaken notion of what constitutes thorough study. Those who commit this error, regard the education of a man as begun and ended in the school room; that here he is to acquire the knowledge which is to last him a life-time and they evidently consider the 'quantum sufficit' on each topic, is contained, to the smallest fraction, within the lids of the various manuals which are studied, and are therefore anxious that their entire contents should be safely deposited in the memory, ready for future use. They forget that all the text books used in school present but abstracts of the sciences of which they treat, each of which affords matter for the research of a long life, and that no two books upon the same subject, by different authors, agree entirely in the methods employed, or the extent to which the subject is carried, so that when the pupil has thoroughly mastered the contents of one he is necessarily ignorant of many things contained in the other.

The most that can be well attempted is to impress upon the pupil's mind, or rather, to aid the pupil in transferring to his own mind, the great outlines of science, leaving it to the reading and reflection of after years, to supply the great bulk of fact and illustration that form its body. These outlines cannot be too distinctly drawn, and demand the most wakeful attention and hearty efforts of the learner, and the greatest fidelity of the teacher. No

doubt with proper preparation on the part of the teacher, and with suitable appliances, most of the subjects of study now taught in our common schools, might be pursued with great profit and interest for the whole term of one's school days, but first principles and ultimate details cannot be presented together, nor can scholars of widely unequal attainments be profitably associated. In view of these principles, how much are those unfortunate children to be pitied, who, through a false notion of what is necessary to thorough scholarship on the part of parents, or the want of fidelity on the part of teachers, have been compelled, or permitted to go again and again the same tiresome round, with every new class of beginners, through their several treatises on Geography, Grammar, History &c., where familiarity with the chief topics has dissipated the charm of novelty, and where duty to the wants of less advanced pupils, will not allow the teacher to invest the subject with any new interest, by departing from the beaten track marked out in the book, or even to dwell at length upon those minutiae where the deficiency real, or imaginary, is supposed to exist. It is important here to remember that it is no more the duty of the teacher to-day to insist that to-day's lesson should be thoroughly learned, than it will be his duty on the morrow to present, as a reward for their former toil something which their minds shall recognize and appreciate as new, something which shall make them realize that they are making progress in knowledge, or are receiving new supplies of mental activity and power. This is a far different thing from indulging that capricious love of novelty, which is engendered more than by any thing else, by a sense of barrenness of any good result from the opportunities of the past; it is supplying an absolute need of the human intellect, without which it cannot long be maintained in vigorous activity. It is not tempting the enfeebled stomach of the literary dyspeptic with delcious tit-bits and rarities; it is simply affording appropriate food to a healthful intellectual organization, whose perfect digestion, rapid growth and active habits have excited an appetite that clamors loudly for additional nourishment. What teacher has not again and again turned away, sickened at heart by fruitless efforts to fasten the attention of an ill taught boy to a study which he has thus been suffered to skim over repeatedly until all

his original interest in it has been lost, and he has come to associate with it, nothing but the sombre ghosts of tedious and murdered hours.

But perhaps it is said, my boy lacks not only knowledge of the more unimportant details of the subjects which he has studied, he is lamentably igorant of their simplest principles. Alas! sir, then one of two most signal calamities mark the history of your son. He is an inveterate and unimprovable dullard, or he has fallen into the hands of those who are unworthy of the name or office of teachers. You will not, nor should you be ready to adop the former hypothesis. Examine then carefully and with as little bias as may be the character and qualifications of his former instructors; if satisfied, as you probably will be, that they have been unfaithful or incompetent, seek out such an one as will command your perfect confidence; give him the past history of your child; entrust him entirely to his hands: perhaps the old studies will acquire a new aspect in his teaching, and the long dormant mind burst its chrysalis, and soar delighted into a new existence, to wing the loftiest and the longest flights through the radiant empyrean of science and thought. Should the new preceptor fail in his first effort, be not discouraged, let him try once again; let the old and odious studies, however essential they may seem, be suspended, ascertain the bent of his mind, and let a new study be selected with reference to it, and if, under the excitement which an untried pursuit is calculated to impart, and the assidous labor of a well qualified teacher, he shows no awakening of mental life, (the instances will be rare) give over—tis no avail, Minerva smiles not upon your labor, waste not your money or your hopes, send him to the plough-tail; he is destined to develop his fortunes, through his hands, not through his head. To the plough-tail we say, not that we deem him qualified for that position, or any other walk of manual labor. There is no sphere of life, where the toil of the hands can be bestowed, to the best advantage, without the guidance of an educated and informed mind; but here, or in some similar occupation he will accomplish most good for himself and society.

It was intended to close the present article with an attempt at a classification of studies, but to follow out the plan would make these remarks too extended. The attempt if made, must therefore be deferred to another opportunity. F.

USE OF CLASSICAL LEARNING.

Some institutions have so far yielded to the cry of utilitarianism as to allow a course of study in which the ancient languages are omitted, and it is supposed that a yonng man may be qualified to receive a degree who cannot construe his diploma; and some have wholly omitted these languages. But I hesitate not to hazard the assertion, that such cross-roads will ultimately be abandoned; and they will be, because you cannot attain the end desired—a thoroughly disciplined mind—by following them. I do not believe it is possible to educate the mind so as to fit it for extensive influence in this age of the world, without the classics. You wish for a perfect, accurate, and complete power over your own language, so as to make it a faultless vehicle of thought. And where can you find a discipline so sure to give this, as the study of that most perfect, philosophical, and beautiful of all human tongues—the Greek? and also the study of that noble language, fitted for the majesty of the mightiest people the earth ever saw—the Latin? Were there no living fires on these old altars, which have burned for twenty centuries, and were we to gather around merely to read the inscriptions engraven thereon,—inscriptions which time will never efface, —there would be reason enough why we should do it.

Then as to the plea, that classical learing will do you no good in after life,—it may be so; but it will be your fault if it do not. Be faithful to yourself while in college, and give one half hour only daily to the classics after leaving college, and you will much more than retain your own; and let your calling be what it may, there is no station in life which it will not adorn. The darkest grove and the lowliest cottage are beautified by the presence of the Muses or the Graces. When time hath crowned the brow of the old man, Homer, with the fadeless garland of immortality, will ignorance or neglect ever make his songs any thing less than inimitably beautiful? Will it ever be true that thought is not expressed by Horace with terseness, by Virgil with beuty, and by Cicero with a fullness that amazes the reader? In the reflux of the tide of time, called the dark ages, when the light of Revelation was faint and dim, these classics radiated a light, pale indeed, but pure and steady; and it was all that kept the earth from being wrapped in the night of Egypt. The mind that is accustomed to bathe in these waters now, will find them like the waters which flow among the rocks and the pure sands of our own mountains, clear and cool and fresh. If the amber of other ages has enclosed and embalmed some things that we do not need, or that are even odious, it also contains all that is bright and beautiful of the past. We have had minds in modern times which we are proud to compare with the minds of other ages, but we dare not place them above them.—Those who live a hundred generations hence will do that, if they see fit.

The mathematics form, or ought to form, a severe part of the college course of study. The student does not see, perhaps, of what use it can possibly be to him to master the abstruse parts of mathematics—conic sections, spherical trigonometry, fluxions, and the like. The apprentice to the cutler might as well say he saw no use in the vices, the files, the grindstones, and the emery wheels, that fill the shop in which beautiful instruments are manufactured. I am aware that I am treading on ground often trod before; but I know also, that the student who draws back from mathematical studies, who makes it convenient to be unwell at the time that the most severe studies press him, is losing what he can never regain. The problems which he solves, and the propositions which he demonstrates, may escape and be forgotten; but the mind, in these exercises, as no where else, acquires a precision, a vigor, and a keeness, which are essential to its most desirable discipline; and the man who gives his mind to mathematics, cannot fail to excel in argument,—for the same reason that the Romans excelled in battle. The day of battle was a pastime to them, inasmuch as they fought with weapons much lighter than those with which they were every day drilled. A mind superior to that of our own gifted Hamilton is seldom seen; but he thought it necessary to review Euclid once a month to the end of life.—*Dr. Todd at Union College.*

——"The National Association for the Advancement of Education" met at the city of Pittsburgh, Pa., on the 9th inst., and had an interesting time of it. On the second day Prof. S. S. Haldeman, of Pa., delivered a fiery and able address on the ignorance of science displayed by poets and mere literary men, and the evil resulting from the same. He believed that the *judgment*—the most important faculty of the mind—was not so much cultivated as the imagination. The judgment could only be cultivated by a study of physical and natural science, while the imagination thrived on fiction; the former dealt with rigid truth, the latter with slipshod falsehood. He exposed the ignorance of science displayed by Montgomery in the poem of the Pelican Island, wherein he introduces a "nautilus" as sailing on seas where it is never found. Goldsmith, the poet—a reader *only* of scientific works, ignorantly described the crab and tortoise as belonging to the same class, and Mrs. Sigourney wrote the zoophytes as insects. In a room of fifty or sixty students studying Butler's Analogy, he had heard the question asked, "how many legs has a fly?" and not one could answer it.

Youths' Department.

ADVICE TO YOUTH.

BY HORACE MANN.

You *were made to be clean and neat in your person and in your dress, and gentlemanly and lady-like in your manners.* If you have not been bitten by a mad dog, don't be afraid of water. There is enough cold water in the world to keep every body clean but there is a great deal of it never finds its right place. In regard to this article there is no danger of being selfish. Take as much as you need. The people of the West boast of their great rivers—I would rather they would boast of using a large tub full of their water every day.

Contract no such filthy and offensive habit as chewing and smoking tobacco. So long as a man smokes, though a very Chesterfield in everything else that pertains to his appearance, he never can be *quite* a gentleman. And let me repeat it, you were made to be neat, While cotton cloth can be had for six cents a yard, there is no excuse for not having a pocket handkerchief.

You were made to be kind, and generous, and magnanimous. If there is a boy in school who has a club foot, don't let him know that you ever saw it. If there is a poor boy with ragged clothes, don't talk about rags when he is in hearing. If there is a lame boy, assign him some part of the game which does not require running. If there is a hungry one, give him a part of your dinner. If there is a dull one, help him get his lessons. If there is a bright one, be not envious of him; for if one boy is proud of his talents, and another is envious of them, there are two great wrongs, and no more talents than before. If a larger or stronger boy has injured you, and is sorry for it, forgive him, and request the teacher not to punish him, All the school will show by their countenances how much better it is to have a great soul than a great fist.

You were made to learn. Be sure you learn something every day. When you go to bed at night, if you cannot think of something new you have learned during the day, spring up and find a book, and get an idea before you sleep. If you were to stop eating would not your body pine and famish? If you stop learning, your minds pine and famish too. You all desire that your bodies should thrive and grow, until you become as tall and large as your fathers or mothers, or other people. You would not like to stop, growing where you are now at three feet high, or four feet or

even at five. But if you do not feed your minds as well as your bodies, they will stop growing; and one of the poorest, meanest, most despicable things I have ever seen in the world, is a little mind in a great body.

Suppose there was a museum in your neighborhood, full of rare and splendid curiosities—should you not like to go and see it? Would you not think it unkind if you were forbidden to visit it? The creation is a museum, all full and crowded with wonders and beauties, and glories. One door, and one only is open, by which you can enter this magnificent temple. It is the door of knowledge. The learned laborer, the learned peasant, or slave, is ever made welcome at this door, while the ignorant, though kings are shut out.

The Polypi.—Among the lower order of animals tenacity of life is the most remarkable in the polypi; they may be pounded in a mortar, split up, turned inside out like a glove, and divided into parts, without injury to life; fire alone is fatal to them. It is now about a hundred years since Trembly made us acquainted with these animals, and first discovered their indestructibility. It has subsequently been taken up by other natural historians, who have followed up these experiments, and have even gone so far as to produce monsters by grafting. If they be turned inside out, they attempt to replace themselves, and if unsuccessfully, the outer surface assumes the properties and powers of the inner, and the reverse.—If the effort be only partially successful, the part turned back disappears in twenty-four hours, and that part of the body embraces it in such a manner that the arms which projected behind are now fixed in the centre of the body; the orignal opening also disappears, and in the room of feelers a new mouth is formed, to which new feelers attach themselves, and this new mouth feeds immediately. The healed extremity elongates itself into a tail, of which the animal has now two. If two polypi be passed into one another, like tubes, and pierced through with a bristle, the inner one works its way through the other, and comes out in a few days; in some instances however, they grow together, and then a double row of feelers surround the mouth. If they be mutilated, the divided parts grow together again, and even pieces of two separate individuals will unite into one.

The Hog the only Gentleman.—Dr. Franklin used pleasantly to repeat an observation of his negro servant, made when the Dr. was making the tour of Derbyshire, Lancashire, &c., in England. "Every thing, Massa, work in this country; water work, wood work, fire work, smoke work, dog work, man work, bullock work, horse work; everything work here but the hog. He eat, he drink, he sleep, he do nothing all day! The hog be the only gentleman in England."

MINUTE WONDERS OF ART.

We last month presented our young readers a description of some of the *little* things found in nature. It may not be uninteresting to them, in this age distinguished for its great achievements, to see how minute as well as how mighty things the art of men can accomplish.

Mr. Power says he saw a golden chain at Tredescant's Museum, South Lambeth, of three hundred links, not more than an inch in length, fastened to and pulled away by a flea. And I myself (says Baker, in his essay on the microscope,) have seen very lately, near Durnam yard, in the strand, and have examined with my microscope, a chaise (made by one Mr. Boverick, a watch-maker) having four wheels, with all the proper aparatus belonging to them turning readily on their axles; together with the man sitting in the chaise; all formed with ivory, and drawn by a flea without any seeming difficulty. I weighed it with the greatest care I was able, and found the chaise, man, and flea were barely equal to one single grain. I weighed also, at the same time and place, a brass chain made by the same hand, about two inches long, containing two hundred links, with a hook at one end, and a padlock and key at the other, and found it less than a third part of a grain. I likewise have seen a quadrille table, with a drawer in it, an eating table, a sideboard table, a looking-glass, twelve chairs with skeleton backs, two dozen knives, and as many forks, twelve spoons, two salts, a frame and castors, together with a gentleman lady, and footman, all contained in a *cherry stone*, and not filling much more than half of it." At the present day are to be purchased cherry stones highly polished, with ivory screws, which contain each 120 perfect silver spoons, a bauble worthy the patronage of the juvenile part of the community. We are told that one Oswald Merlinger made a cup of a pepper-corn, which held twelve hundred other little cups, all turned in ivory, each of them being gilt on the edges, and standing upon a foot; and that, so far from being crowded or wanting room, the pepper-corn would have held four hundred more. One penny worth of crude iron can by art be manufactured into watch-springs, so as to produce some thousand pounds.—*London Mirror.*

Quiz.—This word is said to have originated in a joke. Daily, the manager of the Dublin play-house, so the story goes, wagered that he would make a word of no meaning to be the common talk and puzzle of the city for twenty-four hours; in the course of that time the letters q-u-i-z, were chalked on the walls all over Dublin, and the wager accordingly won.—*Arthur's Home Gazette.*

AIM HIGH.

It is said that when one of the ex-Presidents was a young man and about leaving college, some of his classmates who were settling their plans for life, asked him "And what do you mean to be?" "President of the United States," was the prompt reply. They went their ways and in time his resolve was accomplished; the young collegian stood at the head of the nation.

The Manchester Guardian tells the following story of D'Israeli a popular English author and statesman:

When Mr. D'Israeli was a boy at school, he was asked by a companion, who is now a respectable tradesman at High Wycombe, what course of action he meant to adopt in order to make his way in society. The young aspirant promptly replied: "I mean to write a book which will make me famous; when I have purchased fame, I mean to get a seat in Parliament; and when once in Parliament, I shall be determined to become a right honorable." All this has been fulfilled, and we believe the anecdote we have recorded solves any mystery which may cling to Mr. D'Israeli's public career.

Aim high, boys, but remember the top of the ladder is not to be reached by one mighty jump some fine day after you have become men. The path of the hill of science begins just where you now are—in your school room,—and every lesson well learned is a step. Do you see that little blue eyed fellow, in the corner, looking so quietly, and steadily upon his book? his body is still, but his soul, if you could only see it, is taking steps along an unseen but real path which leads through the broad and beautiful fields of knowledge, and up to the heights of fame and wealth and honor. Perhaps he is on his way, even now, to Congress; aye! just as fast now as when, twenty years hence, thousands shall be delighted at his wisdom and eloquence, and vote for him as their representative in the national council.

——An uneducated youth telling his sweet-heart "I love you," received from the blushing damsel the brief reply "ditto." Walking the next morning in the garden with his father, he asked him what *ditto* meant. "What is that?" replied his father, pointing to a vegetable. "A cabbage" answered the youth." "And that is *ditto*," said the father, pointing to another. "Confound the girl," muttered the young man, "she called me a cabbage-head."

Problems,—A generous boy gave to his sister one half of his apples, and half an apple more, and to a little brother half of the remainder, and half an apple more, and then had just two left.—How many had he at first?

——Mr. Rollo told his boys who were inquiring the time, that it was between five and six, and the hands of his watch were exactly together. What was the time?

How far is it from the Earth to the Sun?—"95 millions of miles," replies some boy in the Geography class; but little, perhaps, does he realize the full meaning of his answer. If there was a rail road from us to the Sun, and a new born infant should be placed on board a car which should go at the rate of 100 miles an hour, or more than twice as fast as the trains on our best rail-roads, the child would grow to be a man, and his hair would whiten with extreme old age, before he could reach the end of his journey. In a hundred days after starting he would cross the path of the Moon, and if she were near, he would see a vast world with lofty mountains, 20 miles high, and dark deep valleys, but no rivers, lakes or oceans, nor any where any water.

When about 30 years old, he would cross the orbit of Venus, the beautiful evening Star, a world nearly as large as our own. From this point the Sun would appear as a vast ball of fire, while away back amidst the stars of night the earth would be seen a large brilliant star. Onward still the car would rush, and in about 36 years more, our traveler, now an old man of 66 years, would pass the pathway of Mercury, another world, about one third as large as ours. Here the Sun would appear a mighty world of flame filling the heavens before him, and the old man must now get some substitute for water in his boilers, for it would all turn to steam under the terrible heat of that Sun, just as water thrown upon a hot stove.

Leaving Mercury, years would still continue to roll by as the swift cars rattled on. The old man would become 70,—80,—90 years of age, and on his hundredth birth-day he would still be 7, 340,000 miles distant from the end of his long ride. Years longer he must continue his rapid course through space, and not till 108 years, 136 days, and 8 hours from the time he left the distant earth, could he step forth upon the soil of that bright globe that rolls over our heads every day. If an acorn had been planted beside him on the day of his departure, it would wave over him an old, giant oak when his journey was done.

THE DISTRICT SCHOOL.

FROM THE N. Y. TRIBUNE.

You crowded school—small beer too closely pent
Bursts from the open door with sudden pop,
And drowns the streets with foaming merriment.
They run and roll, they tumble, jump and hop—
A bodied shout, each bubble of a boy—
Each girl a rainbow-colored, dancing drop
Of careless, happy, loving, laughing joy!
Bright children! through your freer lips and limbs,
Nature for her great gladness finds a vent,
While we, incased in custom's iorn whims,
And raised on manhood's stilts are children still,
But feel the boy within us slowly die,
And slowly grows the angel there—until
We fledge our wings at death, to seek the freer sky.

Editors' Table.

——We have been favored, by the courtesy of L. Bishop, Esq., the President of the Board of Education of the City of Detroit, with a perusal of his annual report, in advance of its publication. The following extracts will be found of general interest:

"We have now three Union Schools in full operation—one in the eastern, one in the western and one in the middle section of the city. As there can be no doubt of the superior advantages of the Union system over the small district of any other system, we have continued as far as practicable, to keep all the schools of the city subject to our control, under it, not only where we have buildings suitable for the purpose, but also where the schools were located separately from each other."

The number of schools under charge of the Board, counting the departments of the Union Schools is 27. The number of pupils taught within the year is over 5000. The number of teachers male and female is 87.

"The salaries of teachers range from one up to six hundred dollars per annum, with ten per cent on the whole year's salary to be paid at the end of the current year. This ten per cent was added as a matter of simple justice, by a resolution of the Board in April last, when the teachers were employed for the year. Still the salaries of our teachers range considerably lower than those of sister cities around us, equal and even superior in size to Detroit."

The Report awards well earned praise to the teachers, especially to those of the three Union Schools. It laments the lack of proper accommodations for the schools, intimates the need of another large Union school-house, to be located on the high ground between the city Cemetery and Witherell Street, and recommends the building of two wings of two stories each to the 7th ward union school house.

On the whole the year just past has been a prosperous one for the schools of the city. "What we want" concludes the Report, "in this free country is, that boys and girls shall grow up good and intelligent men and women, so that the political power and the moral influence of the country which rests in the hands of the people, may be so directed by them, in the exercise of an enlightened judgment, as to secure and promote their own happiness and the lasting prosperity and freedom of the country."

STATE TEACHERS' ASSOCIATION.

In compliance with the invitation of the Detroit Board ef Education, the President of the Michigan State Teachers' Association has called its next meeting at this city. The association will meet on Tuesday the 18th of April, and continue in session through the week.

The forenoon of each day will be occupied with familiar lectures upon the branches taught in common schools; while the afternoon sessions will be devoted to the discussion of questions relevant to the Teacher's interest, and the transaction of miscellaneous business.

Popular lectures will be given during the evening sessions by distinguished Lecturers. Among the Lecturers already procured are the Hon. Horace Mann, P. M. Cowdry and the Hon. F. W. Sherman. A general attendance of the Teachers and Friends of Education throughout the state is confidently expected. Ample arrangements will be made for the accommodation of all who may attend. Those coming by railroad and returning by the same, will receive free return tickets. JOHN HORNER, *Secretary.*

TEACHERS OF MICHIGAN,—Permit us to commend to your attention the above official notice of the annual meeting of the State Teachers' Association. We owe to the cause of education some duties outside of the school room. The cause of popular education is a great public interest, and in its promotion the teachers of the State owe it to themselves and to the commonwealth to "be not like dumb driven cattle," mere toilers in the paths which other men prescribe, but to stand forth among their fellow citizens and claim a hearing on that important subject, concerning which their experience so well fits them to speak. Never will our legislation on the subject of education become entirely practical and proportionate till experienced and professional teachers shall lend their hearty and earnest aid towards its perfection.

We have now in Michigan, in our Union Schools, and Collegiate institutions many able men, talented and eminent teachers, and we shall hope that their felt interest in the educational progress of the state will call large numbers of them to this meeting. The teachers' associations in New York, and the Eastern states draw together the most prominent and popular teachers of those states. It is desireable to see also a large attendance of the younger teachers of the state, and we hope to see also many friends of Education from abroad. In behalf of the teachers of Detroit, we extend to every teacher in the state a cordial invitation to meet us on the coming anniversary of the association. Measures are on foot to secure the hospitalities of the city for those who shall come. May the meeting be one whose influence shall be felt to the farthest extremes of both peninsulas.

——There is one book which we should like to put into the hands of every school director, and teacher in the state; it is Barnard's School Architecture. For the amount of valuable information contained within its pages, it has few equals among modern educational works. But it is to its chapters on the construction, furnishing and ventilation of school rooms that our thoughts now wander, and with the mention, there seems to pass before our vision a long line the ghosts of murdered teachers and pupils, till mnay of the school houses of our land assume the look of tombs over-written with the epitaphs of those whom they have slain. In sad fact, many of our school rooms are but so many slaughter houses, and the pale faces of the teachers and taught bear terrible evidence of the work of death going on. It has come to be believed that hard study is inconsistent with good health, and we are never surprised to hear that the boy who is noted as a scholar, has failed in health. We do not believe that cultivation can be purchased only by the sacrifice of bodily vigor. It is our low, crowded, ill ventilated school rooms that make the tree of knowledge to become a upas, threatening death to all who would pluck its fruits.

There is also a strong pecuniary argument against poor school houses, and it is summed up in the fact that a good school house is almost indispensable to a good school. Who would employ a skillful artist at great expense, and then set him to work without the proper tools of his art? Yet such is the folly of those who employ a teacher in an inconvenient and unfurnished school room.

——We received, but too late for our February number, an account of the meeting of the N. Indiana Teachers' Institute, held at South Bend, between Christmas and New Years. The session was well attended and interesting. We notice the names of many eminent teachers, among those present. The name of the association was changed to "The Northern Indiana & Southern Michigan Teachers' Institute, and R. Patch of Ontario, Ia. was elected President for the ensuing year. The sessions for 1854 were arranged as follows. *Semi annual;* at Adrian, August 3rd; *Annual;* at Michigan City, Dec. 28th; *Spring Sessions;* Middlebury, April 2nd, to continue one week; Orland, April 10th, 2 weeks; Ft. Wayne, April 17th, 2 weeks; Cold Water, April, 17th, 2 weeks.

Teachers' Wages.—Seventy-six teachers are employed in the public schools in the city of Rochester. Eleven of these are gentlemen and sixty-five ladies—and their united salaries amount to $21,-095. Of this the male teachers receive $8,100 and the female $12,995, making the average salaries of one over $700, and of the other less than $200. It is believed that this great disproportion is not confined to Rochester, but that it exists in almost every place. Will not some person furnish the facts with regard to other cities, east and west? A.

COLLEGES—In the whole United States and the territories there are 234 colleges, with 1,621 teachers and 27,159 pupils. Their total annual income is; From endowment, $452,314; taxation 15,485; public funds, 184,549; other sources, 2,147,853—aggregate, $9, 591,530.

PUBLIC SCHOOLS.—Of public schools, there are 80,991; of teachers, 92.000; of pupils, 3,354,173. Their total income is: From endowment, $182,594; taxation, 4,686,414; public funds 2,574,669; other sources, 2,147,853—aggregate, 9,591,530.

ACADEMIES, &c.—Of academies and other schools, there are 6,-032, with 12'207 teachers and 261,362 pupils. Their annual income is; From endowments, $288,855; taxation, 14,202; public funds, 114,798; other sources, 4,235,987—total, $4,653,842.

There are in the states and territories, white persons of twenty years of age, who cannot read and write: Males, 389,664; Females, 573,234; total, 962,898.—*Iowa Journal of Education.*

——According to the recent Annual Report of the Commissioners of the State Land Office, the sale, during the year, was:

Of Primary School Lands,	$225,160	16
Of University Lands,	95,042	20
Of Normal School Lands,	9,870	42
The Primary School fund at the date of this Report amounted to,	$1,089,636	31
The University fund,	376,135	04
The Normal School fund	35,470	31

——We are happy to notice in some of our newspaper exchanges occasional excellent articles on the subject of education. In promoting the cause of education the newspaper press is culturing the soil that feeds it. No business depends so intimately upon the schools as this, for from them it must get both its writers and readers. It seems then but the dictate of self interest for the press to cherish the school. No theme of wider or worthier interest can demand its attention, and no other so salient point exists to which the lever of the press can be applied for the elevation of humanity.

——The illness of our co-laborer has prevented the preparation of his second article on Union Schools. The same cause must excuse the discontinuance, for this month, of the articles on School Room Duties.

——Some notices of exchanges designed for this number are unavoidably crowded out. We shall endeavor to do our cotemporaries justice next month.

——The line on Winter, by our little friend in Indiana, have some merit, but will scarcely bear publication.

——"Presence of Mind" came too late for this month.

——Will the press notice the meeting of the Teachers' Association.

Book Notices.

THOUGHTS TO HELP AND CHEER.—Such is the title of a neat little volume, placed in our hands a few days ago, by Messrs Elwood & Co., who have it for sale. The book consists of texts of Scripture, one for each day of the year, with some brief corresponding thoughts selected both from early and modern writers. The selections are made with good judgment and fitly sustain the title of the work. In the quiet hours consentrated by grief or piety to silence and solicitude, this book will prove an excellent companion, stealing away the sharpness of sorrow and leading the thoughts to happiness and heaven.

HARPERS MAGAZINE.—We are indebted to J. A. Roys, Woodward Ave., for the January and February numbers of this great monthly. The almost universal anxiety shown for its reappearance after the recent conflagration of the Publishers' mammoth establishment, is sufficinent proof of the wide popularity of this magazine. In the February number the illustrations appear again and the work shows all its old attractions.

——We have received No. 2 of the Hydropathic Quarterly Review, published by Fowler & Wells, N. Y. Although it is a scientific work, it possesses much of general interest. The present number has several articles of sterling value. Terms $2 a year.

CONSTITUTION OF THE STATE TEACHERS' ASSOCIATION.

ARTICLE I.—This association shall be known as the Michigan State Teachers' Association.

ARTICLE II.—The Officer of this association shall consist of a President, a Vice President from each Judicial District, and one from the Upper Peninsula; Recording Secretary, Corresponding Secretary, Treasurer, and an Executive Board of five members.

ARTICLE III.—It shall be the duty of the President, to preside at all meetings of the association, except in case of absence, when one of the Vice Presidents shall perform his duties. He shall be President, of the Executive Board.

ARTICLE IV.—The Recording Secretary shall keep a record, of all the doings of the association, and report the same at each subsequent meeting.

ARTICLE V.—The Corresponding Secretary shall conduct all the correspondence of the association, under the direction of the Executive Board. He shall preserve on file all communications given and received, and report the same when called upon, at any regular meeting.

ARTICLE VI.—The Treasurer shall receive and hold all funds, belonging to the association, and pay, therefrom, all orders drawn on him by the Executive Board.—He shall keep an account of monies received and expended, and report when called upon at any regular meeting.

ARTICLE VII.—The Executive Board shall superintend all the business of the association, dispose of its funds, procure Lecturers, and arrange the order of exercises for the association, at each meeting it shall record its proceedings and report annually.

ARTICLE VIII.—To constitute a fund for this association, each male member shall pay annually one dollar, and each female member, fifty cents.

ARTICLE IV.—Any person may become a member of this association, by signing the Constitution.

ARTICLE X.—Any person may be elected an Honorary Menber of this association, by a majority vote at any regular meeting. He shall enjoy all the privilages of the association, except that of voting, and shall be exempt from the conditions of Article VIII.

ARTICLE XI.—The Officers of the association shall be elected by ballot, and shall hold their office for one year, when their successors shall be elected.

ARTICLE XII.—This Constitution may be amended by a two-third vote of the members present, at any regular meeting, provided notice of such amendment shall have been given at the previous meeting.

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MICHIGAN

JOURNAL OF EDUCATION

AND

TEACHES' MAGAZINE.

VOL. 1. APRIL. NO. 4.

HOME A SCHOOL.

How shall that helpless infant, now sleeping upon its mother's arm, be reared up in muscle and mind to the full stature of a wise and mature manhood. How shall the possibilities of power and goodness, of truthful thought and generous action, slumbering in that tiny form be unfolded into living facts? Such are the problems ever pressing upon the thoughtful parent and educationist for a practical solution. It is the great question of the age,—aye, and of all ages,—how to produce from the raw material of infancy the patriotic citizen, and wise and virtuous man.

The facts of all experience prove that the characters of men depend mainly, if not entirely, upon the educational influences to which they are subjected. All of human wisdom or grandeur that rises above the blank level of infancy or idiocy is the result of education. What then are the processes of instruction by which whatever is good and noble in human nature, may be developed into strength and beauty, and whatever is base or wicked, may be corrected or repressed? By what influences shall the dormant intellect be awakened to sensibility and power, and the heart itself be placed under the control of just and generous sentiments?

The assumption is both false and pernicious that these blessed results can be secured only, or mainly, by means of schools.—Schools are but auxiliaries in the work of education, important and powerful it is true, but not indispensable. The great educational institution of the world is *home*. This is the University into which

nature herself matriculates her children, and here they receive their earliest, their latest and their most lasting lessons. In our systems of public instruction, the home influence is too often overlooked.—Princely school funds are provided, broad systems of instruction are devised, and sages and statesmen vie in efforts to make the public institutions of learning splendid and efficient, till these institutions have come to be regarded almost as the sole agents of education, and parents have learned to feel their duty done when they have placed their children in the classes of some approved public school. Thus *schooling*, in the minds of many, is equivalent to *education*, and a parent's intention to educate his son means no more than a determination to send him to school or college.—Home is regarded as a mere refectory, or at best, a place for relaxation and repose, and the parent is degraded into the mere servant, to toil for and support his children, while the teacher is invested with the highest dutie and privilege of paternity,—the privilege of moulding and training immortal minds.

The truth is that home, however humble, is still the real school, to which all others are, and must ever be, mere adjuncts. Home influence is the leading educational influence, giving type and color to all else, and parents are the true and divinely appointed teachers, all others however high in station being mere assistants to the parent in his work. The state, it is true, may and ought to provide for the education of its citizens, but the state can never supersede the parent. Splendidly endowed school systems may offer him their largest aid; the work of educating his children will still remain his own, the family circle will still be the great school room, and parents themselves the most potent teachers. For in no other school can there be found such a combination of favoring circumstances as in the household of even the poorest and most unlearned.

Home influence begins much earlier than school influence, and generally continues much later. During those two most impressible seasons of life, early childhood and the period of change from youth to manhood, home influence acts almost alone. Even during school days, a far larger portion of the time is spent at home than in school. Out of the twenty-four, six hours only are devoted to the school, leaving ten hours of waking time for home. It was asser-

ted by the celebrated Edmund Burke that the character for life is fixed before five years of age, and that is precisely the period usually spent at home before school begins. Nor must it be forgotten in this connection that the Sabbaths are included in home time, and, with the Sabbath, the development, rightly or otherwise, of the religious nature, that highest and most controlling element in human character.

Home teaching pursues its task amidst the strong play of our earliest and purest affections, and the intellect never works with more power than when the heart lends it force. But home education is not confined to a mere general moulding influence. The study of the sciences begins at home, and is carried on none the less efficiently because without tasks or text books. Here the child takes his first lessons in language; he learns here the profoundest mysteries of that wonderful thing, human speech, and gets his first and most important lessons in the grammar of his mother tongue; and all experience proves how much more the power of correct, fluent and elegant speech depends upon the teachings of the fireside than upon the formal lessons of the school. Here, too, the mind obtains the elements of mathematical science, and were the occasions used as they ought to be, many a dull arithmetician had been saved the world. History, Geography, Philosophy—the boundless and restless curiosity of childhood leaves few topics untouched, and almost unaided "intermeddles with all knowledge," learning the alphabet of every science, and laying the foundations of all future attainment.

But education in its truest and broadest meaning is something more than gaining knowledge; it is the formation of character, the moulding of mind, and here the influence of home is paramount and all pervading. It is the prerogative of home education to begin its task when the freshness of novelty is upon every thing around, and the young intellect under the spur of an intense curiosity pleads, with an insatiable appetite, for light and instruction. In the wise gratification or impatient repression of this curiosity, there is laid the foundation, often, of the whole future of the intellect's life. The troublesome questionings of childhood are but the first gushings of the mental life, destined to flow on from its spring,

till, a broad and mighty river, it shall sweep out into the limitless domains of immortality. A finger may trace its channel at first—a few years past, and a nation cannot change its course. They are the ebullitions of melted mind, hot from the hand of God,—who touches it then stamps it with the impress it shall bear forever. Every observant teacher will tell you that children enter school with mental habits as distinctly if not as deeply marked as are those of manhood, and that his power to benefit his pupils is almost entirely limited by those habits, The business of the teacher is but to expand and fill up the outlines of mental character stampt upon the child at home.

Nor does the influence of home cease with these primary impressions; through the whole course of education it maintains its dominant place and power. Go to the school room and mark there the pupils distinguished for aptness and intelligence, and the faithful teacher will tell you that the honor of their instruction belongs not to him, but to the parents at home; that the family fireside is their real school, to which his is but a recitation room and he is only an assistant. The powers of steady application and earnest thought which they possess, have all been nurtured by the wise and steady discipline of home, and must be constantly kept alive by home influence. Sad indeed for the student whose education is to be the work solely of the schools—whom no fireside instruction aids on his course; unless he possesses by nature a genius of the sternest stuff no teacher however competent, or faithful, can conduct him far up the hill of science. Think of this, ye parents, who, in your anxiety for the education of your children, have been lavish of money for books and schools, but have been wholly recreant to your trust as the chief teachers of your children, and whose home teaching and government have counteracted rather than directed and sustained the teacher's efforts. "These things ought ye to have done and not leave the other undone."

In all those qualities of mind and heart that make the life grand and noble, the parent is almost the sole teacher. If the glance is thrown abroad over society, or backward through history, it will be found that those whose lives have been distinguished for beneficence and whom the world looks up to, or remembers with respect, have

been well taught at home. Such were Washington and his great compatriots of the Revolution.

Were other proofs of our positions needed we would point to the facts of national life. It is said of France that she has no homes, and her people accordingly have been called a nation of shopkeepers; vain, flippant and unstable, they are wanting in precisely those qualities that only home can cultivate, and the possession of which makes the national life of England, the land of homes, so grand and stable. "France wants mothers," said Napoleon, his eagle glance penetrating the very heart of her malady, and recognizing, with a wisdom that seldom erred, her need of home teaching and influence.

A final, practical remark on this topic, is, that much learning or leisure, on the part of parents, is not essential to a successful discharge of their duties as the head teachers of their children. Let the parent call to his aid the talent and learning of the best teachers, but let him remember that they are only assistants; the place of power and control is his own. Let him show his children that he regards their education as his business; let him use his authority wisely but firmly to secure their steady attendance at school, and the faithful study of home lessons; let him make their acquisitions at school practical, by questions which will show them the uses of learning, and, however humble, however illiterate, he will see his children rising up in intelligence and power, to call him blessed.

——To make some nook of God's Creation a little fruitfuller, better, happier—more blessed, less accursed! It is work for a God. Sooty Hell of mutiny and savagery and despair can, by man's energy, be made a kind of Heaven; cleared of its soot, of its mutiny, of its need to mutiny; the everlasting arch of Heaven's azure o'erspanning *it* too, and its cunning mechanisms and tall chimney-steeples, as a birth of Heaven; God and all men looking on it well pleased.—*Carlyle.*

——The number of languages or dialects, ancient and modern, has been estimated to be 3067. Of these there belong to Asia 987; to Europe, 587; to Africa, 276; and to America, 1214.

FEMALE UNIVERSITY.

It is a question not to be satisfactorily answered—Why should there not be a State University for young women, as well as for young men? So far as the State of Michigan has itself made provision for the education of the young, it has made no discrimination. Its district schools, union schools and normal school are all open to both sexes. This is of course as it should be. But its University, really the gift of the United States to Michigan, is open only to young men. This is in accordance with general custom, and strong and satisfactory reasons could be rendered why no deviation from the common custom would be proper. But notwithstanding the propriety of this is acknowledged, the question recurs, why should not a State blessed with abundant resources, establish a University for young women? Is woman's education of less value than man's? Is it any more readily acquired? Are the minor schools sufficient for them? Can their education be more safely left to private enterprise without public aid? So it seems to have been thought, but without good reason. There is no reason why institutions should not be founded in which ladies might enjoy opportunities and facilities for the highest and maturest mental development, institutions which like true Universities should be far in advance of the common demand.

Schools founded by private means, or conducted on business principles, cannot be expected to rise above the popular demand. If now a majority of the young women attending school wish to leave at an early age, and to spend but a short time in a course of education, all ordinary institutions will adapt themselves to this demand. Their classes will be arranged and their teachers employed to supply this demand. They may *pretend* to offer advantages beyond the limited curriculum of studies traveled through by the great body of the students, but it is mere *pretence.*

A University, on the other hand, is a misnomer if it does not afford the highest advantages. It should never leave the student, nor compel the student to leave it, till having passed beyond the elements he is able to pursue his course without aid, and even

then lectures and all the advantages of a full library should be tendered. There is no reason why the few females who desire such opportunities should not be gratified: and if the public affords such advantages to young men, it should also to young women.

We would like to see the State of Michigan establish such an Institution. Its Swamp-land Fund will furnish ample resources. The experience it has acquired in its University will teach many valuable lessons. Let no money be expended uselessly in buildings. Let one large fire-proof edifice be erected for a library.—museums, recitation-rooms and public hall, and a certain definite fund, set apart for the perpetual increase of books and apparatus, and the work is done. Then let the literary qualifications for admission be high: let different courses of study be adopted, and when any one of them is completed, let the scholar receive a certificate to that effect; discarding all these nonsensical appendages A. M., and M. M. s and L. S. s, now granted by every six by nine school, and more ridiculous than the badges of nobility vouchsafed by His Soverign Mightiness, the sable Emperor of Hayti. Whoever judges of a *man's* worth now by the caudal appendages attached to his name, is often as much mistaken, as one who estimates the worth of a merchant by the brilliancy of his shop-sign. Let not woman make the same mistake—more ridiculous in her.

There are truths to argue which is like painting the lilly and gilding refined gold: one of these is the paramount advantages of Female Education. If it is proper for our States, fast becoming plethoric in money, to provide out of their public funds for education, superior to the primary and elementary, then it is evident that the public advantages should be tendered impartially to all, without distinction of sex. If education is needed by voters, then is it equally needed by their wives and daughters.

Were the point decided to establish such an Institution, we would proceed to consider its proper character, to inquire in what respect and how far it should differ from a University designed solely for young men, and to portray some of its most obvious advantages.

Michigan has the honor of first appointing a State Superintendent of Education, and of adopting, coveal with its existence as a State, a then new and efficient organization of its educational interests. Shall it not now be the first to establish a University for young women? E. O. H.

For the Journal of Education.

THE ART OF LEARNING, OR THE SECRET TOLD.

It is the opinion of many, that a portion of the human family are created with faculties which enable them to obtain knowledge intuitively, while the rest of mankind, cursed, (if I may be allowed the expression,) with "memories so dull," can never, with application ever so intense, become good scholars. There is, unquestionably, a difference in the ease or facility with which different persons acquire knowledge; but this difference is to be attributed to the manner in which knowledge is sought by different persons, rather than to any peculiar traits of character immutably fastened upon them by the decrees of an overruling Providence. One person, blessed in his infancy, and at the time when he should begin to acquire knowledge, with a teacher who understands the art of imparting it, and the science of learning his pupils how to learn, exhibits a facility in his acquisitions which to many is unaccountable; while another with equal powers of memory, perception and reason, always under tutors, always apparently trying to learn and to make the best of his opportunities, for some cause never makes any progress in his attempts to climb the "Hill of Science." A very large share of this contrast, which so often exhibits itself in the seeming ease with which different persons advance in their studies, is attributable to the fact that some persons while young, are thoroughly instructed in the science of *learning how to learn*, while with others, this most important branch of knowledge, is entirely neglected.

In the first place, a child should never be told that he cannot learn. Faith, in the acquirement of knowledge, is as indispensably necessary, as it is in the acquirement of the spiritual graces; and as no person without faith, can acquire that "knowledge which is able to make him wise unto salvation," so no person, who does not fully believe that he has the capacity to learn the things, which are attempted to be taught him at schools, or at home, can expect to succeed in such an ardous undertaking. It is as true in secular or temporal things, as it is in spiritual things, that "without faith it is

impossible to please God, and he who distrusts the powers and faculties which his Creator has given him to store up knowledge, need never expect to succeed as a scholar. In all human undertakings, man's success depends as much upon faith, upon the exercise of a firm and consistant belief that he *can* and *will* accomplish his undertakings, as it does upon the labor bestowed for the same purpose.

It follows then as a matter of course, that it is the first duty of a teacher to instill into the mind of the young child, just beginning to go to school, a firm belief that he can learn. This faith in one sense is the gift of the teacher, imparted in the first instance directly from the teacher to the scholar, by simply assuring him that he can learn. The child at the age of four or five, on first entering the school-house, believes whatever the teacher says. If he is told by the teacher, that he is a fine boy, and will learn very easily, he believes it. If he is told that he is an awkard, uncouth child, and does not learn easily, he believes *that*; and when the mind of the child is made up in regard to his own character, or capacity, it is not easily changed. My own experience as an instructor of youth, has confirmed me in the belief, that it is comparatively an easy task to instruct a child that has constantly in exercise, living, active, intellectual faith in his capacity to learn; and that it is impossible to advance a child in his studies, while he is laboring under the belief, imparted to him by his parents, or a former instructor, that he is exceedingly hard, or has not the capacity, to learn. When I have found such a scholar under my care, I have also found that my first and most difficult task, was to rid the scholar of this unbelief, in other words, to *unlearn* him this first lesson which had been taught him, of incapacity, and to make him believe that he as well as other children, could become a good scholar.

Under such circumstances, my word alone, was not sufficient to accomplish the object. I was compelled to explain the most simple things, matters which the unbelieving child could not help but understand when once explained, and the moment that I could convince him that he had the capacity to learn *one* thing, I have used that circumstance as an argument that he could learn other things. It is in this way that the faith necessary to enable children to learn,

is not only imparted, but kept alive and retained after it is imparted. The fair prospects of many an active, forward scholar, (so called,) have often been entirely blasted, simply by imposing upon him lessons beyond his capacity to grasp or comprehend, or by neglecting to explain to him such lessons as he *could* understand with a little help. I knew a family with six sons, all of whom, it was said, "took education remarkably easy." The name of the third son was John, and up to the time he was about eight years of age, he was regarded by all his teachers as the "easiest learner" in the family. At this age, in less than two weeks, he committed to memory the whole of the "coarse print" of L. Murray's English Grammar, and was placed, in what at that time was called a parsing class, not of children, but of young men and women. The rules of Grammar, but partially explained, were more than a mind so young could comprehend. John had learned these syntactical rules, and could repeat the whole of them with more readiness than any one else in the class, but their application, except with a few of the most simple, was to him, more a matter of guess work and conjecture, than of sound judgment; and there was something in the etymological definitions of "the different parts of speech, their various modifications, and their derivations," which he could not understand; and the boy very soon began to doubt the capacity of his mind to fathom what to him were the mysteries of the English Language. Nor did his doubts stop here; unbelief followed him into every branch of education that he undertook to study, until at the age of twelve years, he left the school under the firm belief that the fates were against him, and that nature had never designed him for a scholar. Of a school room he became a perfect hater, preferring his ax and the woods, the coldest day in the winter, to his books and the company of a teacher along with his youthful associates.

Thus ended the career of this once promising boy as a scholar.—He grew up to manhood, with a remarkably retentive memory, possessed of a judgment, in common matters, above most of his brothers, is still quick to discern or learn any thing that can be discerned, or learned without the aid of books, but is a very poor scholar; while his brothers with no better natural powers, are all emi-

nent teachers or men belonging to the learned professions. One of them now 35, has been engaged, from the age of 14 as an instructor of youth, and at this time is earning his $700 per annum, as Principal of a high school in Ohio. Another has been a Judge of one of the courts in a N Western State, while a third one is now a Governor of one of the Sovereign States—all are good scholars, and all have, more or less been honored with important public trusts.—The contrast exhibited between the *one*, and the *five* remaining brothers, issolely attributable to the error committed in attempting to push John into the study of Grammar before his mind was sufficiently cultivated, to understand a science so intricate. Thousands who otherwise would become good scholars, are spoiled in the same way.

The great secret then of a rapid, or even a more moderate advancement by students in the arts and sciences, is the firm belief that they can accomplish whatever they undertake; and to keep this faith alive, and in active operation, children should never be permitted to study what they cannot understand, or what they cannot be taught to understand by proper explanations. To push the pupil forward into studies beyond his capacity, is not only worse than useless, but is destructive of his best interests; while a neglect on the part of the teacher to perform his duty, and to explain to the student what he has the capacity to comprehend, often results in consequences equally disastrous. It is the spirit, the real substance, which children should learn, and not the simple letter, as many suppose. Here is where teachers too often fail in their efforts to impart instruction to their scholars. Measuring the acquirements of their scholars too much by their own, the definition of words and many other matters equally important to be understood in a recitation, are left wholly unexplained, and scholars. too often, leave the recitation room as they entered it, "wondering what their lesson is about."

But I have said perhaps too much, more than was necessary to make this subject plain, and I leave it in the hands of those who may, if they think it expedient, take it up and do it justice.

L. H. PARSONS.

TWENTY SIX NEW PLANETS, have been discovered since the beginning of this century, four of which were first observed in 1850, and eight in 1852.

For the Journal of Education.

LETTERS TO A YOUNG TEACHER. No. 1

DEAR TEACHER,

In entering the school room, you are about to engage in a business whose results involve the well being of many lives. It is to be your high task to aid in furnishing those elements of knowledge and in forming those habits of thought and study which will give shape and character to the whole future life of your pupils. It rests with you, mainly, to say whether their mental habits shall be slovenly and superficial or thorough and systematic. You are to put in tune, for the great psalm of life, that wonderful harp, the human heart, and as you strain skillfully or otherwise its strings, so shall its tones be firm or feeble, harmonious or discordant, in the world's grand concert. And there is the stamp of endurance on your work; for it partakes of the immortality of the material on which it is bestowed. It is as if you were about to enter some hall of echoes, where every word you utter shall be caught up and repeated with ever increasing power, till in thunder its reverberat ions shall mingle with the voices of eternity.

Carry, then, with you into your school room a profound sense of the real dignity af your calling. Without this you will necessarily fail of doing your full duty to your pupils. Between yourself and your employers it may be merely a question of work and wages, to be answered as per contract; but as between you and your pupils there is quite another statement of the case. You have undertaken to become their guide and teacher, and they rightfully demand at your hands such instruction as shall meet the high necessites of their intellectual being. They have rights independent of their parents, God-given claims to such control and culture as shall fit them for the duties and enjoyments of life, and wo to him who shall undertake to become their teacher and refuse to respect their rights. If those young faces, upturned to yours for direction and light, or even those dull and perverse ones whose stupidity and waywardness plead yet more eloquently for some wise hand to awaken and control, do not arouse all the holier feelings of your heart and stir you to efforts "not nominated in the bond," quit the school room; you have no right there.

Remember that your whole appearance teaches. Whatever else your pupils learn, rest assured. the living teacher will be the great text book of their hourly and earnest study. If you are not a mere ninny, without power or influence, every prominent trait of your character will get itself stampt more or less distinctly upon the character of your pupils. The very impressibility which peculiarly fits childhood for the school room, insures all this. There were near me once, two schools from which I occasionally received pupils. The teacher of one of them was sharp, stern and energetic; of the other, the instructor was intelligent but inefficient and indulgent. Of the former the pupils were active, faithful and independent almost without exception; of the latter they were almost as invariably superficial, indolent and totally averse to study. The pupils copied not the hand writing of their teacher half as exactly as they copied their habits and manners. Like teacher like scholar. The conviction of this great truth should lead you to an attitude of calm self control. It should render your manners gentle, graceful and kind; let them be also firm, decided and active. Be ashamed to let the dullness, or even the maliciousness of the young minds around you, disturb for a moment your patience or self possession. Master of yourself, you can scarcely fail to be master of those around you.

So if you would have your pupils studious, be yourself a diligent student. They will drink in the very spirit of your teaching, and the clear, prompt, ready question will beget like qualities in the replies. But this leads me to a field too wide for a single letter, and I close with the remark, let your conduct before your pupils be governed by the strictest morality. Be a christian, not in name only, but in all the high toned integrity, and beautiful amenities that belong to that holy character. Would you have the seeds of knowledge which you implant yield fruits to bless the world, train them in virtue, and let the light of divine truth shine upon them.

Your fellow teacher,

SENIOR.

A DARK TIME COMING.—The Sun will be eclipsed May 26th, beginning at Boston 4h, 27m. P. M. and ending 6h. 46m.—duration more than two hours. None but the oldest inhabitants have ever seen such an eclipse in this country. It will be similar to the great eclipse of 1806. In the eclipse of 1830, which many will remember, only eleven-twelfths of the Sun was obscured.

For the Journal of Education.

PRESENCE OF MIND.

While talking with a friend yesterday about the Journal, I mentioned the subject upon which I intended to write for this No., and related the following anecdote, as one with which I pnrposed to "point the moral" of my essay. A man, while working upon a steep roof, lost his hold and began to slide. In this dangerous position, he had the uncommon presence of mind, while checking his progress as much as he could with his feet and one hand, to draw out his jack-knife with the other, open it with his teeth, and strike it with such force into the roof as to stop him in his unpremeditated and undesired journey. My friend said very gravely, that it reminded him of a similar accident which once befel an acquaintance of his—who did not think of thus saving himself *till he was going over the eaves, when he stuck his knife into the wall below and hung on by it!* Now, Mr. Editor, if I cannot bring you to witness that this is, as children say, "a true story," instead of being as absurd and Munchausenish as was thus delicately hinted, I am sure you will admit that the young are rarely so trained as to have their faculties at command when they most need them; and, consequently, when they are men and women, in moments of difficulty or peril which demand prompt, unhesitating action, instead of doing with any degree of calmness the thing best to be done, with the fatuity of fear, they either rush madly upon that worst to do, or else, paralyzed by the danger which should rouse all their energies to meet it, they fall stupid victims, without an attempt to avert their impending doom.

If parents and teachers were to give this subject the attention it deserves, and often impress upon the minds of the young the importance of presence of mind and self control at all times, but especially in times of sudden accidents and calamities to which all are exposed, we should soon see a very different state of things when great danger looked men in the face.

Now it is the few, the very few who are at such times ready and self possessed. Multitudes of lives are lost, and millions of property destroyed every year, because the young have not been trained

promptly to meet and wisely to provide for any emergency. Success in life as well as safety, often depends upon the possession of this power, and the advantage and importance of being able to control the faculties under difficult circumstances may perhaps be not unaptly illustrated by an anecdote of the late Sam'l Dexter, which is certainly true, since the writer had it from the lips of his son, the Hon. S. W. Dexter of this State. While yet quite a young man, in making an elaborate argument in an important cause, a part of it escaped his memory.

This would have proved a serious embarrassment to most men, but Mr. Dexter, finding it impossible to recall the missing portion went calmly through the rest as though nothing was wanting.—When he concluded, the judge remarked, that either through some want of clearness in his own comprehension, or some obscurity in the language, he had failed to understand his meaning, and asked him to repeat a certain part of his reasoning. He went over it carefully, hoping that in the proper place the missing clause would make its appearance, but the hope was vain, and again he finished as though nothing was omitted.

Again the Judge intimated with some hesitation that he did not fully understand—Mr. Dexter expressed his regret—It was unfortunate for him and his client; he would if the court wished, repeat once more his argument. He was requested to do so, and going slowly over it the third time the missing link appeared. The eye of the Judge brightened, and at the conclusion, he apologised for his want of attention; but begged to be excused, as he did not think that he was very well that day. As may well be supposed, this self possession was not a simple fortunate accident, it was a prominent trait in the character of this distinguished man; and the parent or teacher who trains one child so that he is ready to meet any emergency, and has his faculties always at command, does more valuable service to community than he who turns out any number of pupils, learned in all the mysteries of text books, but unable to summon their knowledge at the shortest notice, or to employ their powers in any direction or for any purpose that they will R.

SPELLING SCHOOLS.

We select the following pleasant description of a regular, old fashioned Spelling School, from that exceedingly pleasant book, "January and June," recently published by Samuel Hueston N. Y., and our friends, Elwood & Co., Detroit. If we mistake not many a welcome remembrance of by-gone times, will be aroused afresh by this description. As for ourself, we are carried by it back to the old red school house in an eastern village, and mingle again amongst the merry girls and boys who, a score or more of years ago, were wont to meet there in the clear, cold, winter evenings to measure their skill in orthographic art.

SPELLING SCHOOLS! Have you forgotten them? When, from all the region round about, they gathered into the old log school-house, with its huge fireplace, that yawned like the main entrance to Avernus. How the sleigh-bells—the old-fashioned bells, big in the middle of the string, and growing "small by degrees and beautifully less" towards the broad, brass buckle—chimed, in every direction, long before night—the gathering of the clans. There came one school, "Master"—give him a capital M, for he is entitled to it—Master and all, bundled into one huge, red, double sleigh, strown with an abundance of straw, and tucked up like a Christmas pie, with a half score of buffalo robes. There half a dozen "cutters," each with its young man and maiden, they two and no more. And there, again, a pair of jumpers. mounting a great, outlandish-looking bin, heaped up, pressed down and running over, Scripture measure, with small collections of humanity, picked up *en route*, from a great many homes, and all as merry as kittens in a basket of wool. And the bright eyes, and ripe, red lips, that one caught a glimpse of, beneath those pink-lined, quilted hoods, and the silver laughs that escaped from the woolen mufflers and fur tippets they wore then—who does not remember?—who can ever forget them?

The school house destined to be the arena for the conflict, has been swept and garnished; boughs of evergreen adorn the smoke-stained and battered walls. The little pellets of chewed paper have been all swept down from the ceiling, and two pails of water have been brought from the spring, and set on the bench in the entry, with the immemorial tin-cup—a wise provision indeed, for warm work is that spelling!

The "big boys" have fanned and replenished the fire, till the old chimney fairly jars with the roaring flames, and the sparks fly out of the top, like a furnace—the oriflamme of the battle.

The two "Masters" are there; the two schools are there; and *such* a hum, and *such* a moving to and fro! Will they ever swarm?

The oaken ferule comes down upon the desk with emphasis.—What the roll of the drum is to armies, that, the "ruler" is to this whispering, laughing, young troop.

The challenged are ranged on one side of the house; the challengers on the other. Back seats, middle seats, low, front seats, all filled. Some of the fathers and grandfathers, who could no doubt, upon occasion,

"Shoulder the crutch, and show how fields were won."

occupy the bench of honor near the desk.

Now for the preliminaries: the reputed best speller on each side 'chooses.' 'Susan Brown!' Out comes a round-eyed little creature, blushing like a peony. Who'd have thought it! Such a little thing, and chosen first.

'Moses Jones!' Out comes Moses, an awkward fellow, with a shock of red hair, *shockingly* harvested, surmounting his broad brow. The girls laugh at him, but what he doesn't know in the 'Elementary,' isn't worth knowing,

'Jane Murray!' Out trips Jane, fluttered as a bride, and takes her place next to the caller. She's a pretty girl, but a sorry speller. Don't you hear the whispers round the house? 'Why, that's John's sweetheart.' John is the leader, and a battle lost with Jane by his side, would be sweeter than a victory won, without her.

And so they go on, "calling names," until five or six champions stand forth ready to do battle, and the contest is fairly begun.

Down goes one after another, as words of three syllables are followed by those of four, and these again, by words of similar pronunciation and divers significations, until only Moses and Susan remain.

The spelling-book has been exhausted, yet there they stand.—Dictionaries are turned over—memories are ransacked, for

"Words of learned length and thundering sound,"

until, by and by, Moses comes down like a tree, and Susan flutters there still, like a little leaf aloft, that the frost and the fall have forgotten.

Polysyllable follows polysyllable, and by and by Susan hesitates just a breath or two, and twenty tongues are working their way through the labyrinth of letters in a twinkling. Little Susan sinks into the chink left for her on the crowded seat, and there is a lull in the battle.

Then, they all stand in solid phalanx by schools, and the struggle is, to spell each other down. And down they go, like leaves in winter weather, and the victory is declared for *our* District, and the school is "dismissed."

Then comes the hurrying and bundling, the whispering and glancing, the pairing off and the tumbling in. There are hearts

that flutter and hearts that ache; "mittens" that are not worn, secret hopes that are not realized, and fond looks that are not returned. There is a jingling among the bells at the door; one after another the sleighs dash up, receive their nestling freight, and are gone.

Our Master covers the fire, and snuffs out the candles—don't you remember how daintily he used to pinch the smoking wicks, with fore-finger and thumb, and then thrust each hapless luminary, head first, into the tin socket?—and we wait for him.

The bells ring faintly in the woods, over the hill, in the valley. They are gone. The school house is dark and tenantless, and we are alone with the night.

Merry, care-free company! Some of them are sorrowing, some are dead, and all, I fear, are changed. SPELL! Ah! the "spell" that has come over that crowd of young dreamers—over you, over me—will it ever, ever be dissolved? In "the white radiance of Eternity!"

GEN. CASS ON SCHOOLMASTERS.

In the Senate of the United States, on the 16th ult., the following passage occurred between Gen. Cass and Mr. Clayton. It possesses a peculiar interest:

Mr. Clayton resumed and concluded his speech, as published some days ago.

Mr. Cass. Mr. President, there are a few things which I desire to say at this time; but I have not the least idea of detaining the Senate with any examination of the argument of the senator from Delaware. I shall not take long; and I wish to dismiss the subject entirely from my mind, and therefore I prefer to proceed now.

The honorable senator commenced this discussion by saying that the latter part of my speech was contradictory of the former; and he related an incident, it may be, or, perhaps, a parable, of a boy who was whipped by his master because when he stood up he was too tall, and when he sat down he was too short; and the senator then alluded, I thought rather contemptously than complimentary, to my position as a schoolmaster in his own State at a former period.

Mr. Clayton. Not at all. No man has a greater veneration for the character of the schoolmaster than I have.

Mr. Cass. Nor I. I think if there is one occupation in our whole country which demands, and should receive, the kind consideration of its citizens, it is that of the teacher to whom is committed the task of forming the mind and character, the intellect and heart, of the American youth, to fit and prepare them for the private and public duties before them, and especially, and above

all, to fit them to become the depositories of the precious institutions which have come down to us from the wisdom and exertions of our fathers, and which they ought to be able to transmit as unimpaired to their posterity as they receive them.

There can be no more honorable employment, in the just acceptation of the term; and I will tell the senator that I was a schoolmaster, and I am proud of it. I glory in it. I glory in being the citizen of a country where the avenues of distinction are equally open to all, the highest and lowest, without any difference; where the poor schoolmaster may look forward, and, by proper conduct and the favor of his follow-citizens, may be advanced to the highest position in the country. Why, it is a most glorious illustration of our institutions. It is a flag waving in the heavens, and thrown out to the nations of the earth, inviting them to do as we have done, and to assert their equal rights as we are doing.

Yes, Mr. President, I was a poor schoolmaster. I began life under disadvantageous circumstances; and now my heart is filled with gratitude to my country, that from that situation I have been advanced with no merit of my own, but by the favor of my fellow-citizens, from post to post, until I find myself here in this great depository of the power of the American people—in my opinion the highest deliberative body in the world—and made the associate of the most eminent men of our country who enjoy the confidence of their fellow-citizens, and who have been sent here to represent the sovereign States of the Union.

GLEANINGS.

The Ohio Journal of Education for March contains the annual report of the Executive Committee of the Ohio State Teachers' Association. One twelfth of the teachers of Ohio are subscribers to the Journal. Thirty-eight institutes have been held within the past year in Ohio, and the average attendance was ninety-eight. The experiment of institutes has proved successful, the attendance and interest having steadily increased. The Association is taking ground in favor of the establishment of Normal Schools. A plan has been devised for the collection of a State Cabinet of Specimens in Geology, Botany and Natural History, to be contributed by the teachers in the various sections of the State. It proposed also to establish at least three sets of Meteorological observations, in the Northern, Middle and Southern parts of the State. We commend these movements to the consideration of the Michigan State Teachers' Association.

The Journal contains also a report of the Executive Committee of the Association of the Friends of female education, a Society established in 1852, to promote "those interests peculiar to the ed-

ucation of females." The Society is doing a good work in arousing the attention of the public to the need of a higher standard of education for girls. It is a movement of the age in the right direction that woman's right to facilities for education fully equal to those provided for the male sex, is coming to be generally recognized.

——The Penn. School Journal, contains accounts of the meetings of several county associations and institutes, all indicating a pervading interest in the progress of true education. The principal topic of interest in the educational affairs of Penn. at this time is the new school law now under discussion in the legislature of that State. It proposes the establishment of the office of State Superintendent.

——The Iowa Journal contains a call for a meeting to be held at Muscatine, in that State, the 10th of May, to organize a State Teachers' Association. All success to you, brethren!

——The New York Teacher, for March, has the continuation of an article from the pen of Mrs. Emma Willard of Troy, on Female Education. The authoress ably argues the necessity and propriety of affording to woman opportunities for education equal to those provided for males. She claims this not upon the ground of *use*, but upon that of *right*. The New York Teachers are petitioning the Legislature to separate the office of Superintendent of Public instruction from that of Secretary of State, with which it has always hitherto been connected. They are also laboring to obtain a charter for the State Teachers' Association. The idea seems to be gaining favor amongst the Teachers' of New York, that teachers' licenses should come from teachers. Lawyers license lawyers, and the physician's diploma comes from men of his own profession, they argue therefore that teachers themselves should grant certificates to the members of their profession.

——The (Kentucky) Western Teachers Advocate complains of want of enterprize in the educational affairs of that State. In Frankport, the capital, there are no public schools.

Liberty and Slavery.—Sure enough, of all paths a man could strike into, there *is* at any given moment a *best path* for every man; a thing which, here and now, it were of all things *wisest* for him to do; which could he but be led or driven to do, he were then doing "like a man" as we phrase it; all men and Gods agreeing with him, the whole Universe virtually exclaiming, Well-done to him! His success in such case were complete; his felicity a maximum. This path, to find this path and walk in it, is the one thing needful for him. Whatsoever forward him in that, let it come to him even in the shape of blows and spurnings, is liberty: whatsoever hinders him, were it ward-motes, open-vestries, poll-booths, tremendous cheers, rivers of heavy-wet, is slavery.—*Past and Present.*

Youths' Department.

A JOURNEY THROUGH THE SOLAR SYSTEM.

We last month described, for our young readers, a journey to the Sun, which at the rate of 100 miles an hour would occupy one hundred and eight years. On our way we passed the paths of Venus and Mercury. These with the Earth and Moon compose the first four of a large family of worlds, which, like giant children, play around the great central light. To visit these worlds, we must travel away from the Sun.

Let us suppose that at the creation of Adam, the world had started forth, like some vast rail car, in a direction opposite to the Sun, at the rate of 50 miles an hour, dashing along swifter than our fastest express trains. About one hundred and twelve years after starting, and many long years after poor Adam and Eve had been driven out of their beautiful garden of Eden, and many long years too, after their wicked boy, Cain, had killed his brother Abel, their great world car would roll across the path of Mars, a world not quite one third as large as the Earth. Adam and Eve are growing old but the journey is only just begun. On the car rushes as year after year rolls by. Eighteen years after leaving Mars, Seth is born. The passengers in the great car increase; the human family multiply. When Seth is an old man 130 years old, they sweep across the orbit of Flora the first of a numerous company of asteroids or little planets, supposed to be the fragments of an exploded world, and twenty nine of which have already been seen and named.—And now for more than 200 years, the Earth, like a giant, stalks on across the paths of these pigmy worlds, some of them so small that it would require nearly a million of them to make a world as large as ours. Four hundred and sixty six years after the outset of this long journey, the Earth shoots across the path of the last of the asteroids, and speeds on towards a star which has been growing larger and larger, till it seems like a small moon in the distant sky. It is Jupiter; but nearly four hundred and thirty six years more, of swift and steady travel, must pass before they can reach it. In the mean time Enoch, the most holy, and Methuselah the longest lived of the old Patriarchs, are born, and Adam still alive, sees the world filling up with his sinful children. Year on year and century after century roll by, and Jupiter the largest of the planets grows with the years till it seems a vast mountain of light in the sky. Broad dark belts are stretched across its face and four great moons are whirling with wonderful rapidity around it. At length

they are beside it and for two months and a half, night and day, they shoot across its mighty plains and mountains, before it is past. It would take fourteen hundreds of such worlds as ours to make one like this. About twenty eight years after passing Jupiter, Adam dies. Nine hundred and thirty years are gone but still the earth speeds on. Jupiter, grows small with the lapse of years and centuries, and Saturn, another bright star slowly increases to a world in the far off sky before them. In the mean time, there between Jupiter and Saturn, Noah is born, grows up to manhood, and passes on to an old age of 600 years. The traveling world fills with people, wickedness and violence increase, the beautiful Earth is spotted with great fields of blood, those old men of 500 or 600 years having grown hoary with vice and crime, till finally the Deluge pours its floods over them all, and Noah, riding high on the shoreless sea of waters, sees, large and splendid in the firmament above him, and still one hundred and eighty two years distant, the planet Saturn, the next great milestone in our journey.

The waters subside, and, as years roll on, our travelers reduced by the flood to eight persons, again multiply into mighty nations, and, while yet eighty years distant from Saturn, they congregate in the great plains of Shinar, to build the tower of Babel. In anger and mercy, God divides their language and scatters them abroad, weaker and wiser, to people the Earth, and a few years afterwards Nimrod comes with his wild followers and makes the ruins of Babel the capital of his new empire of Babylon. Menes with his tribe move westward and establish the old monarchy of Egypt, and the ancient founders of China take possession of their land. While the travelers are thus dividing up into nations, Saturn becomes a vast and magnificent world before them. Around it, two broad and brilliant rings revolve, and around the outer edge of the outer ring, eight bright moons circle with various velocity, one sweeping its immense circuit in 80 days and another completing it in one. A splendid vision this, that bursts upon the old nations—our system knows no grander. At length, eighteen hundred and thirty years from the hour when Adam set forth, Saturn is reached. Passing in about six months the broad expanse of these rings and the immense world rolling within them, once more the world plunges forth into wide, desert space. Less and less frequent have its way marks been, and now two thousand and fifty two years must elapse ere another world is reached. Generations are born and live and die as the Earth speeds forward through that wilderness of space.

One hundred and seventy years after leaving Saturn, Abraham is born. He grows to manhood, goes forth by the divine command and becomes the father of a numerous nation. All over the Earth mighty empires arise, and rule and fall. There between Saturn and Herschel, Babylon, Persia, Egypt and Greece, have their day of power. Cyrus and Alexander live and die, David and Solomon reign, and all the prophets, from Moses to Malachi, record their

inspirations in the Scriptures, while the Earth rolls on. At length after a journey of three thousand eight hundred and ninety years, the Earth crosses the path of Herschel, a world next to Saturn in size and about eighty times larger than the Earth. Six moons revolve around it. A month serves to pass over its disk, and our traveling world is again in a wide, solitary space. Across this vast space a bright star is shining in the far off sky. It is Neptune, the last of the planets, posted like a sentinel on the distant confines of our Solar System. Twenty three hundred and ninety six years more will pass ere our world can reach this end of its long journey. About one hundred and fourteen years after leaving Herschel our Lord and Savior Jesus Christ makes his appearance on the Earth and, there in the midst of that vast solitude, his mighty miracles are wrought and his great atoning death brings the hope of heaven to our sinful race. The Christian era begins and goes on with its glorious and still unfinished history. Arts and sciences, grow up among men to relieve and illustrate with their grand achievements the long dreary voyage. The nineteenth century comes and here near its middle, had this journey been real, we should find ourselves four hundred and twenty six years from our stopping place. Before that time could elapse the awful trump might sound to awaken the sleeping dead, and thus, after a slumber of fifty centuries, Adam the solitary witness of the beginning of this journey, might stand up amidst the countless millions of his descendants to see its end.—And as our Earth should rest from its long pilgrimage under the vast shadow of Neptune, and their glance sweep out across the space beyond and rest upon the firmament filled with unnumbered millions of stars, each the central sun of a system as large perhaps as ours, bending in awful reverence they might well exclaim "the Heavens declare the glory of God and the firmament showeth His handiwork."

Rings of Saturn.—The Cambridge astronomers, Pof. Bond and Prof. Pierce, have published papers expressing their belief that Saturn's ring is composed of fluid matter. Prof. Daniel Kirkwood has also asserted his belief in Saturn's rings being matter in a state of fluidity, and that it is slowly solidifying. In a communication in Sillman's Journal on the subject, he says, "future astronomers may witness a scene no less amazing than the formation of a new world within the limits of the solar system."

Conundrums.—Why is the largest city in Ireland likely to be the largest city in the world?

Why is a nail fast in the wall, like an old man?

Why is a good book like a brick?

Shall and Will.—A Frenchman who did not fully understand the different uses of these auxiliaries, falling one day into the river Thames, cried out oddly enough "I *will* drown; nobody *shall* help me."

THE SOUND OF BELLS.—The nearer the bells are hung to the surface of the earth, other things being equal, the farther they can be heard. Franklin has remarked that many years ago, the inhabitants of Philadelphia had a bell imported from England. In order to judge of the sound, it was elevated on a triangle, in the great street of the city, and struck, as it happened, on a market day;—when the people coming to market were surprised on hearing the sound of a bell at a greater distance from the city than they ever heard any bell before. This circumstance excited the attention of the curious; and it was discovered that the sound of the bell, struck in the street, reached nearly double the distance it did when raised in the air, In air, sound travels at the rate of from 1130 to 1142 feet per second. In water, 4708 feet per second. Sounds are distinct at twice the distance on water that they are on land.—*Arthur's Home Gazette.*

AN ODD SPECULATION.—A gentleman—Mr. Harrington—has revived, in a lecture which he has been delivering, the discussion as to the fate of Sir John Franklin and his expedition, insisting that the compass needle indicates that large quantities of electricity are continually traveling towards the poles; that, being condensed, combustion ensues there; and that they are the two hottest portions of the globe. He maintains that this is indicated by the loud crackling noises heard in those regions, and the *aurora borealis*, as well as by a current of water from the north. He insists that there must be a temperate climate between the ice-bound quarter and the fire at the pole, and that it is said that animals in the polar regions migrate to the north during the winter. He contends that Sir John Franklin may be in a genial climate, but that without fuel and steam he may be unable to return, on account of a constant wind rushing towards the pole to feed the fire.—*London Times.*

They have been introducing gas in the city of San Francisco, and the Chinese are considerably puzzled in regard to it. The editor of the Californian says "that the other night several of the Celestials were gathered around a lamp-post, with their moon-like eyes stretched to their utmost capacity, and conversing with great earnestness in the euphonious language of their native land, and, as near as we could gather, trying to enlighten themselve upon the point how a lamp could burn without a wick, although every word sounded to us like "ker-chung."

——"Well, Pat, my good fellow," said a victorious general to a brave son of Erin, after a battle, "and what did you do to help us gain this victory?" "Do!" replied Pat, "may it plase yer honor, I walked up bouldly to wun of the inimy, and cut off his fut." "Cut off his foot! and why did you not cut off his head?" asked the general. "Ah an' faith, that was off already," said Pat.

——A gentleman many years ago, having left a valuable watch on the ground where he had been sitting to rest himself, rode back to find it. Meeting a countryman near the place, he asked him whether he had seen a watch. "What's that"? said the countryman having never seen a watch before. He was told that it was a thing that clicked and stirred. "O! ho!" says he, "I'll show it you, I have mauled it, and made it give over clicking, with my stick, you may come near it; it will not hurt you now, I warrant you." He had battered the watch to pieces thinking it some poisonous animal in the grass.

——The bones of a bird are hollow and filled with air. If a string be tightly around the neck of a sparrow so that no air can enter its lungs, and its leg be broken, it will live. Respiration will take place by means of the broken bone.

AUSTRIAN MUSIC.—There is not in Europe a more musical city than that of Vienna. Not only every female, but every man in respectable life, is capable of taking a part in a concert. In making up parties for the purpose of this delightful amusement, no kind of formality or ceremony is observed. A gentleman wishing for a quartett or a quintett in the evening, walks out in the morning for the purpose of inviting any friend he may chance to meet; and as the slightest previous acquaintance is sufficient, no difficulty occurs. The love of music is so general, and the ability to play on some instrument so common, that it is usual for a gentleman not to engage any man-servant who is not sufficiently master of some instrument to occasionally accompany him, and join him in his concerts, if wanted. The number of music-shops, and the rapidity of the sale of music in Vienna, are prodigious; and there is not a respectable private house without a piano forte.—*N. Y. Musical Review.*

A SLIGHT ERROR.—A French exchange contains the following anecdote, which we translate, as it may show that gentleman of Hibernian extraction are not alone addicted to amusing mistakes:—

A gentleman of Douai was going out in his carriage, to make some calls with his wife, when he discovered that he had left his visiting cards. He ordered his footman, recently come into his service, to go to the mantel piece in his sitting room, and bring the cards he should see there. The servant did as ordered, retaining the articles to be used as he would be directed, and off started the gentleman, sending in the footman with cards wherever "not-at-homes" occurred. As these were quite numerous, he turned to his servant, with the question—

"How many cards have you left?"

"Well, sir," said the footman, very innocently, "there's the king of spades, the six of hearts, and the ace of cluqs!"

The poor fellow had taken the wrong "documents."—*Northern Gazette.*

WHAT IS THE USE OF IT? asked John, when his teacher urged him to get his Grammar lesson, "John" replied the teacher, speaking kindly but seriously, "it is not because you doubt its usefulness, but because you lack the disposition for this study, that you ask this question. John hung his head concious of the truth of these words, and the teacher proceeded, "A good boy who loves his books never asks the use of his studies, for he has so much confidence in his parents and teachers as to believe that they will not require of him anything which they do not know to be for his good. A good scholar, moreover, loves learning for its own sake. The uses and relations of words and that wonderful contrivance to transmit the unseen thoughts, human speech, are to him subjects of deep interest, and the exercise of his skill in parsing a sentence or in unraveling the meaning of some difficult passage, is as pleasant to his mind as a good game of ball is to his body. No one ever became a good scholar just because he believed learning to be useful.

"But, John, what do you mean by "the use of it?" Do you not mean to study any thing but what is useful in business? What is the use of that great thick wall they built under your father's brick store before laying the brick. It is only the brick walls above the ground that he uses as a store; why then dig down so deep in the ground, and lay those great heavy stones first? If it was necessary to lay a broad and deep foundation for the brick walls for fear that it might tumble down, so it is necessary to lay a good foundation for that learning which *you* call useful. What is the use of all those wheels in the mill? it is only the mill stones that are used to grind the grain. You may as well ask this, as to ask the use of learning anything more than the little reading and the few rules of arithmetic you may need in business.

But, my dear boy, though your question was not a proper one, since you asked it only as an excuse for not studying your lesson, you must not think it unanswerable, and that Grammar is really a useless study. Is it of no use to study that wonderful system of sounds by which all the business of life is carried on, by which we converse with our friends, by which the wisdom of the world is recorded and preserved, and by which God has given us the blessed Bible to tell us the way to Heaven. Is it of no use to gain such skill and taste, by your parsing exercises, as to use language easily and eloquently, to enjoy the sweet poems and noble, books and speeches that the most gifted men of the land are writing? Study your Grammar then, John; it may be as hard and disagreeable as digging in the ground or laying rough and heavy foundation stones; but it is preparing the mind for mightier efforts and better enjoyment than you could ever obtain without it.

——It was debated before Agesilaus whether courage or justice is the greater virtue. "There would be no occasion for valour if all men were just," replied the King.

PROBLEMS.—How many different spans can be formed with 12 horses, each span differing from every other in, at least, one horse?

How far apart must two ships be, at sea in order that the straight line that joins their topmasts may be tangent to the ocean between them, the masts being each 150 feet in height?

A father and his son wish to carry a stick of timber 30 feet in length; where must they each lift so that the father may carry three fourths of it?

——Suppose that at precisely six o'clock on New Years Morning, the "Man in the Moon" had shouted "happy New Years" loud enough for the sound to reach the earth; at what time should we have heard his voice; sound moving 1142 feet in a second and the distance to the Moon being 240000 miles.

The ancient Persians worshipped the Sun, Now if one of them had made a prayer on his twentieth birth-day, how old would he have been before it could have reached the object of his worship? the distance being 95,000,000 of miles.

UNSUCCESSFUL MEN.—I confess that increasing years bring with them an increasing respect for men who do not succeed in life, as those words are commonly used. Heaven has been said to be a place for those who have not succeeded upon earth; and it is surely true that celestial graces do not best thrive and bloom in the hot blaze of worldly prosperity. Ill-success sometimes arises from a superabundance of qualities in themselves good—from a conscience too sensitive, a taste too fastidious, a self-forgetfulness too romantic, a modesty too retiring. I do not go so far as to say, with a living poet, that "the world knows nothing of its greatest men," but there are forms of greatness, or at least of excellence, which "die and make no sign;" there are martyrs that miss the palm, but not the stake; heroes without the laurel, and conquerors without the triumph.—*Geo. S. Hillard.*

WELL DONE.—The Legislature of Texas has done nobly in regard to education. A common school law has been passed, setting apart $2,000,000 for schools, in addition to the very liberal provision heretofore made for the cause of education. With education goes temperance, for the same body has passed a law submitting to the voters of each county the question of license or no license for the sale of intoxicating liquors. In many of the most important counties of the State, success on the no-license side is anticipated.

Editors' Table.

CLEVELAND SCHOOLS.—We are indebted to S. H. Mather Esq., Secretary of the Board of Education, Cleveland, for Cleveland papers containing notices of the recent examinations and exhibitions of the public schools in that city. The Forest City may well be proud of its schools; no city west of the Alleghanies has better. Organized on a comprehensive system, and watched over and supported by an enlightened and generous public spirit, they are worthy the admiration and imitation of all. The recent examinations were all conducted by means of printed questions prepared by Mr. Freeze the superintendent. Mr. M. says, "Our Schools last term were as follows; Primary 16, Intermediate 12, Grammar 5, High School 1, Total 34, Average daily attendance about 2000. Male teachers 37, Female teachers 8, and 3 professional teachers, i. e. teachers of penmanship, drawing and music who go from one school to another. The Teachers' wages, per annum (43 weeks) are for females $250 to $300, males from $500 to $800, principal of the High School $1,000. Mr. Freeze, the Principal of the High School is also Superintendent of instruction.

The Schools are under the care of a Board of Education, consisting of 7 members, the Secretary of the Board is the acting manager and receives a small salary."

——The Spring session of the State Teachers' Institute began at the Normal School, Ypsilanti, Tuesday the 28th of March. It was expected that Prof. Davies would be present, and give a course of lectures on Mathematics, Prof. Davies' lectures will possess an enchanced interest for the teachers of Michigan, from the fact that his books have been recommended, for general use by our Superintendent of public instruction. But his lectures can scarcely need this extraneous interest to make them popular. Long connected, as professor of mathematics, with the best mathematical school in the country, himself a diligent and profound student of this great science, and the author of a set of text books from which a large proportion of the young men of the land have received much, if not all, of their mathematical training, his name is as familiar and as welcome as a household word to the ears of American teachers. As boy and man, pupil and instructor, we have been familiar with his books for nearly a score of years, and although there have appeared many other excellent works on the same subjects, we still cleave to our old friends, as the most complete series furnished by any one author. Having retired from the teacher's chair, Prof. Davies, is

devoting his leisure and his ripe experience to the perfecting of his works. We welcome him among the teachers of Michigan. May he kindle amongst us something of his own noble ardor for that wonderful science whose study has occupied so much of his useful life.

STATE TEACHERS ASSOCIATION.

We are looking forward with a profound interest, to the Meeting of the State Teacher's Association to be held in Detroit the 18th day of April, inst. We hope, and (from all that reaches us from the interior of the State,) expect to greet a host of our brethren at this gathering of the clans. "Come one, come all." Teachers of Michigan, let the State see by your presence here that you are worthy the important interest entrusted to your charge. Let your voices be heard, on the great educational questions which agitate the State. Every dollar expended in this way will bring you ten in the enhanced interest and increased valuation of your labors.—Let us not linger behind our fellow teachers in other States whose Associations have become gatherings of power and influence.

Horace Mann, one of the ablest educationists of the age, is to be with us, and Cowdry, the accomplished Superintendent of public instruction from Sandusky; also Mr. Shearman our own worthy State Superintendent, and we hope Prof. Charles Davies will be persuaded to remain and take part in our deliberations.

The Teachers of the city have appointed a committee of their number to co-operate with a committee of the Board of Education, to make arrangements for the Association, and although these committees have not yet reported we think we may venture to assure our friends throughout the State of a hospitable reception.

The session is expected to be opened on Tuesday evening with a public lecture, probably by Hon. F. H. Shearman. Free return tickets will be given on the rail roads.

EXTRACTS FROM CORRESPONDENCE.—We take the liberty to publish the following extracts from a few of the many friendly letters we have received. We are deeply obliged to our personally unknown brethren for the kindly words and deeds they give our enterprise.

SOUTH BEND IA.

MR. GREGORY, Dear Sir,—Enclosed I send you $6,00 for the copies of the Michigan Journal of Education, that I engaged to take. I obtained the names of five teachers who say they will do what they can to circulate the paper in their vicinity. I am much pleased with the appearance of your Journal, as also with its contents, and hope that it may be established on so firm a basis that it will not be discontinued at the end of the year, but long continue to assist the teachers of your own and adjoining states, in the discharge of their duties in the school room. I shall try to take it (if published) while I am engaged in teaching.

Yours most respectfully. H. S.

LITCH FIELD.

MR. EDITOR.—I have received one number of the Journal of Education, and being much pleased with it I enclose one dollar to ensure its coming for a year.

Yours &c., D. S. K.

PORT HURON.

Dear Sir, I received a number of the Journal by last mail, and was more than gratified with its appearance. I enclose to you $5, with the names of five citizens of Port Huron. Yours with respect. C. F. B.

MOUNT CLEMENS.

MR. GREGORY, Sir. I have the pleasure to transmit to you the names of these seven subscribers, for your excellent Journal. Many others are fully convinced of the importance of the work, but are too poor at present to subscribe. Success attend you in your enterprise. C, H, D,

YPSILANTI,

Dear Sir. Enclosed are the names of twenty subscribers for the Journal. I have forwarded $11 and will send the balance the present week. In the mean time I think I shall be able to obtain twenty or more additional names. The Journal takes well among the farmers. H. D.

The following possesses the "Soul of wit,"

DELTA OHIO, MARCH 9.

Hope you success, Please send the Journal to me, G, M, J.

LYONS,

MR, J. M. GREGORY, Dear Sir, I have chanced to see one number of the Educational Magazine and am much pleased with having a State Journal of the kind. I have used my influence to get a number of individuals to subscribe. Upon the receipt of this amount enclosed ($5) you will send copies to the following &c. With a desire for your success and prosperity, I subscribe myself a Friend of Education, L. P. R.

SOUTH ASSYRIA, FEB. 3rd.

Dear Sir, Being a practical educator I deem it of the utmost importance that I should be in the possession of the Michigan Journal of Education. It is what Michigan, the faithful nurse of the educational interest, has long needed. I speak thus, for under the editorial charge of the gentlemen named in the the prospectus, it cannot fail of being just THE thing. Respectfully yours, W. E. D.

GREENVILLE, R. I

J. M. GREGORY, Dear Sir,—It gives me much pleasure to see Michigan standing up in her place and presenting so bold a face, as that signified by her Common School Journal. My interest in the schools and scholars of the greatest wheat growing State in the Union has not abated since leaving her in 1850.

Yours truly, E. R. K.

PONTIAC MARCH 21.

Dear Sir, I find on examination of the two numbers sent, that your Journal is all that it promised to be. I think it will prove a powerful auxiliary to the Teachers of Michigan. I shall take pains to show the Journal to teachers of my acquaintance, and thus extend its circulation. Yours &c., M. E. N. H.

Would all teachers do so, our circulation might easily be doubled, Delicacy forbids us to urge, too earnestly, upon the teachers of Michigan, the support of this Journal, but we cannot withhold the conviction that oppresses us, that our fellow teachers will be recreant to their own highest interests if they permit it to languish and finally fail for want of their hearty co-operation. Its present managers may feel willing to bear the burden for one year, as they are likely to do, almost without reward, save the privilege of laboring in a glorious and beneficient cause, but it can scarcely be expected that any two or three men will continue such an enterprize without the full and hearty co-operation of the class for whose benefit it is especially designed. Thus far the teachers have

done well, many clubs have been formed, and a goodly number of names grace our books; but much remains to be done and must be done if the Journal is to survive beyond the anniversary of its birth. [Ed. Ed.

——Many complaints reached us last month, from subscribers who failed to receive their numbers of the Journal. The fault is chargeable elsewhere than upon us, for they were all regularly mailed. Diligent enquiry should be made at the post-office for missing numbers, and if they cannot be found write to us, giving plainly the name and address.

ERRATA.—The absence of the foreman from the office during the printing of the March No. led to a large number of typographical errors which can scarcely be permitted to pass Page 90, first line, before the word Satan, read "or that the short and sinister looking sentence." After the couplet from Cowper on the same page the word parents should have begun with a small p.. and in the note at the bottom of the page the jumble of letters Mnemotcetonics should have been Mnemotechnics. In the Book Notices, 5th line from top, for "consentrated" read consecrated, and for "solicitude," solitude.

Book Notices.

WEBSTER'S QUARTO DICTIONARY UNABRIDGED.—Could we aid to put this great American work in every School house in the land, we should deem that we had done the cause of education invaluable service. It is the standard Dictionary of the English language, and is contributing more to promote the purity, and settle the use of the language than any other work extant. Every teacher should have a copy at hand, for constant reference, and should use his utmost influence to have his school room provided with one for the use of his pupils Then in all questions concerning the meaning and use of words let him constantly refer them to this great fountain of philological learning; he will in this way contribute more to their understanding and correct use of their native tongue, than by a thousand recitations in grammar. In the production of this book Dr. Webster has deserved well of the family of man, and marble itself must crumble ere his memory shall cease to be respected. The onward fortunes of the Anglo Saxon race, are every day spreading the use of our noble vernacular wider and still wider, and wherever the English language shall extend there must this book go to expound it, and to proclaim the author's praise to all lands.

THE TEACHER AND THE PARENT, by Charles Northend A. M., published by A S. Barnes & Co. N. Y. Another excellent work added to the "Teachers' Library," by these enterprizing publishers. This book is devoted to the advocacy and advancement of common school education, and is a noble contribution to the educational literature of our land. The author, himself an experienced and successful teacher, shows a profound appreciation of the teacher's position, responsibilities, labors and difficulties. The various qualifications of the successful teacher are thoroughly analyzed and illustrated, and the processes of teaching the different branches usually studied in

common schools are explained and illustrated in a manner and with a practical ability that renders the book invaluable to those who would succeed in this noble profession. We would recommend every school district in the State to procure this and the other volumes of this Teachers' Library, and place them among the furniture of their school rooms. They will be amply repaid in the increased efficiency of the teacher and the perusal of the illustrative lessons contained in them, would be of much utility to the pupils themselves, showing them, in a most attractive and impressive form, the real and practical importance of their studies. The second part is devoted to the duties of parents in reference to the education of their children, and is full of important hints. We shall hereafter have occasion to notice this work at greater length.

ARTHUR'S HOME MAGAZINE, by T. S. Arthur, Philadelphia. This is an excellent family Magazine, bearing throughout its pages the high moral tone ever present in Mr. Arthur's capital stories. The variety is good and attractive and such as to render it a welcome and worthy guest at the fireside. Terms $2 per annum or 4 copies for five dollars.

THE WESTERN LITERARY MESSENGER, Buffalo, J. Clement, Editor. This old and sterling magazine has just commenced its 22nd volume. Like the juice of the vine it grows richer with age, but unlike that, it remains wholesome still! Dealing less in fiction than most of the Magazines of the day, its articles possess a permanent interest and its bound volumes must prove a valuable repertory of thought and fact. Price $1 50; 3 copies four dollars.

HARPERS' MAGAZINE for March lies on our table. The illustrated articles in this number, are "the Grinnell Expedition," in search of Sir John Franklin, and "Cotton, and its cultivation." The Editors table contains an excellent article on "Political Regeneration." To us not the least attractive feature of this Magazine are the elaborate and christian essays found in its Editor's Table. Happy for our people that the most popular Magazine in the land plants itself so boldly on christian ground. For sale by Roys, Woodward Avenue.

MERRY'S MUSEUM, Edited by S. G. Goodrich, and published by S. I. Allen & Co. N. Y. Peter Parley is too well known to need commendation, and it is sufficient to say that this is Parley's Magazine.

THE SCHOOL MATE, Published by A. R. Phippen N. Y. is a beautiful monthly designed to be used as a reader in Schools. It is well adapted to this purpose.

THE STUDENT, Edited and published by N. A. Calkins N. Y. is a monthly, family and School Reader similar to the School Mate. It is conducted with much ability. Terms for either of these publications, $1 per annum.

EDUCATIONAL EXCHANGES.—Space would fail, were we to attempt to specify the various excellencies of our colaborers in the educational field. They are all conducted with earnestness and ability, and richly deserve the patronage of the teachers whose cause they are so eloquently and efficiently pleading. A copy should be in every family that has children to educate. Send for any of them and you will get the worth of your dollar with interest.

MASSACHUSETTS TEACHER, Published by Samuel Coolidge, Boston. $1 per annum.

NEW YORK TEACHER, Albany, Resident Editor J. W. Valentine. $1 per annum,

PENNSYLVANIA SCHOOL JOURNAL, Lancaster Pa., Edited by Thomas H. Burrows, to whom our thanks are due for back numbers. $1 per annum.

IOWA JOURNAL OF EDUCATION, Dubuque, R. R. and W. I. Gilbert Editors. $1 per annum.

THE VOICE OF THE TEACHER, StAlbans, Vermont, L. K. Paugborn, Editor. $1 per annum.

JOURNAL OF EDUCATION, Bath, Maine, J. I. Huston Editor and Proprietor. $1 per annum. We have received no number of this Journal later than the January number.

OHIO JOURNAL OF EDUCATION, Columbus, O., Resident Editor A. D. Lord. $1 per annum.

THE WESTERN TEACHER'S ADVOCATE, Louisville, Ky., Edward Cooper, Editor. $1 per annum. We have seen but one number of this paper.

THE CONNECTICUT COMMON SCHOOL JOURNAL, has failed to reach us.

We are indebted to the courtesy of Mr. Northrup for a copy of Davies' Descriptive Geometry, and also of Davies' Shades and Shadows. We must defer our notice of these works till another number.

MICHIGAN

JOURNAL OF EDUCATION

AND

TEACHERS' MAGAZINE.

VOL. 1. MAY. NO. 5.

VALUE OF AN EDUCATIONAL PAPER.

Every teacher should take and read some teachers' paper. His *safety* and *success* alike demand it. Teachers cut off from frequent intercourse with men of their own profession must get from reading that inspiration for their work, which men of other callings derive from collision or association with their compeers. Isolated from their fellow teachers, and separated even from the companionship of adult minds, shut up in their distant and secluded school rooms with immature minds to whom they must continually impart from the stores of their own knowledge, receiving nothing in return, they must be more than mortal whose minds do not weary and waste, and come near to starving unless they draw fresh and frequent supplies from the pages of some book or Journal. In the strong reciprocal attractions of mind for mind the teacher will certainly approximate the children he labors to elevate, unless he seeks constant refreshment from the treasured pages of power and truth, and thus ascends to broader and higher grasps of thought.

And this argument concludes upon us with a more impressive power, when we reflect that the great work of human education rests, after all, upon the hands of the teacher. Government may devise School systems and build Seminaries; the State may provide funds as large and liberal as the loosest wish; but the great work itself of educating the children of the age rests with undivided and undiminished weight upon the teacher's individual strength. Government officials may go with him to the School room door, scanning his fitness and smoothing his path, but he enters that door alone.

To the toils and trials and triumphs of that laboratory of mind, he goes single handed : would that he always went single hearted with the purpose to discharge with fidelity the sublime trust that God and his fellow men have laid upon him. The thousand little School houses that dot, though not often deck, our State, are really so many battle fields where educated mind in the person of the teacher, encounters and grapples with the ignorance and evil, the stupidity and dullness, the untamed passions and wayward will that reign and riot through the bosom of childhood. To this conflict, the teacher goes alone, often with no voice to cheer or applaud him. Day by day the struggle goes on, mischief or malice ever starting up around him, in a thousand protean shapes, and demanding that he shall conquer them or quit the field. Ah! how often from those battle fields at the close of a toilsome day has the young teacher retired, feeling that any thing rather than triumph had crowned his efforts. And with what avidity have we all, my Brethren, caught at those publications that promised to throw any light upon our soul-sweating task-work !

Such then being the teacher's responsibility—on him resting mainly the grand work of training up the future inheritors of the wealth and power of the world—the Poets and Orators, and Philosophers and Statesmen, the Toilers and Thinkers, whose hands shall shape the coming fortunes of this great globe, a journal that shall aid and encourage him in his sublime labor, is one of no ordinary importance. Who shall prescribe the measure of good that an able and high toned periodical may work both for the teacher and his pupils ? Breaking in on the monotony of his almost solitary life, its pages freighted with the gathered experience of a hundred minds, and eloquent of the grandeur and power of the teacher's mission ; discussing profoundly the practical difficulties that lurk like so many Sphinx questions around his way, and suggesting to his discouraged mind some new tactics in the art of teaching, it would inspire with new life his waning and weakened energies, and invest with new interest and dignity his really noble and eminent work. Like Hercules resting Atlas, it would relieve for the time his bent and burdend mind, and, giving him space to recover his rectitude of soul, it would lead him back to his toils, happy, strong and thrice armed against the trials of his place.

And our conclusion may be made yet stronger, for the argument s cumulative, by a glance at one peculiarity of our educational machinery. The large majority of our teachers are young, and they have resorted to teaching only as a temporary business till they shall be able to enter fully their chosen course to wealth or fame. It is easily seen how this fact enhances the importance of a journal which shall gather up, from the older and abler members of the profession, their best proved and practical wisdom of the school room and place it in the hands of these recruits in the ranks.— They may have entered the school room urged only by the hope of gain, but if there be any of the stuff of the true teacher in them, their hearts will soon warm into anxious sympathy with the young minds looking up into their eyes for light and direction, and they will hail with eager joy the page that promises any aid in their solemn responsibilities.

We have spoken of our journal only in its relation to the teacher's work. Its necessity may be argued on quite other and equally important grounds. No theory of education is complete that leaves the family out of sight, and an educational journal should be a family as well as a school journal. It should visit the fire-side and aid in the great work of education as it goes ever on within the precincts of home. Every experienced teacher has often had his best plans deranged and his strongest efforts thwarted by the ill judged interference of fond but foolish parents. The family and the school are but complementary parts of the same machinery, and our educational system will never produce its highest and best results till these two are made to answer to each other with the most complete and harmonious co-operation. To promote such co-operation is not the least important office of an educational paper.

The Journal may also be made a potent agency in moulding public sentiment on great educational questions. It will be the organ through which the first teachers of the State may communicate with their fellow citizens and address the public mind upon the great educational movements and reforms of the age. Living in a State rapidly developing all the elements of physical wealth and greatness, we have need to ply every effort to secure a corresponding

growth in virtue and intelligence. Michigan is now, in her giant youth, taking upon her the type that she shall bear, through all the uncounted years of her glorious prime; and her educationists of this day have no light or mean task to stamp upon her growing institutions, those lines of moral and intellectual grandeur, that shall render her future sublime, beautiful and beneficient as her own embosoming lakes. The government of the State has given the educational system a body noble and vast. It is the business of our Association and our fellow Teachers through the State, to breathe into its remotest members even, the breath of an energetic and intelligent life. The Priesthood of the great Temple of Science, it is ours to make the worship worthy the edifice,—to see that its altars ever burn with the fires of true learning, virtue, and religion. In this great duty which we owe our State, we regard as almost indispensable, the agency of an able and efficient periodical, whose columes shall arouse, concentrate, and direct the united efforts of the great brotherhood of teachers, and give their opinions and resolves a voice and power in the public ear.

——The State Superintendent of Common Schools in Louisiana, recommends that two out of every three of the school directors should know how to read and write. In one parish, the warrants of the teachers on file, instead of the signatures, contained the *mark* of twelve different teachers.

——Education in Virginia.—The Richmond Whig argues the necessity for adopting a more efficient system of education in that State. It says:

"Every decade exhibits a rapid and fearful increase of this mass of ignorance. In 1840, the number of the unlettered in Virginia amounted to 60,000. In 1850, it exceeded 80,000. At this rate, it will not require many centuries to extinguish all knowledge of letters in the State.

Religious Culture.—The education that is not religious, is of course, defective. The religious element is the highest and the controlling element of human nature. Nay, more, it is the immortal element, and as this is developed in accordance with, or in opposition to the divine law, so will life prove noble or wretched, and eternity, happy or miserable. To educate the mind perfectly while neglecting the religious nature, is as impossible as to produce a healthy body by medicines or diet, while the lungs are wasting with the terrible consumption.

From the Home Journal.

COMMON-SCHOOL FACTS.

Maine taxes her banks to the amount of twenty thousand dollars a year, for the support of Common Schools. The income of a fund derived from the sale of public lands is seven thousand more, and every township is obliged to raise annually a sum for the support of schools equal to forty cents for each inhabitant. Every county in Maine has a School-Commissioner, at a salary of two hundred dollars, who must spend at least fifty days a year, in examining the schools of his county.

New Hampshire spent, during 1853, the sum of $205,402 upon her public schools, of which she has 2,310. The male teachers are paid an average of $15 68 a month and their board; the female teachers only $6 96—*less than half!* New Hampshire has taken measures to found a manual-school on the shores of Long Pond, near Concord, for the reform of juvenile delinquents.

Vermont maintains 2,594 common schools at an annual cost of $817,402; pays her male teachers $13 55 a month, and her female teachers $5 54, exclusive of board. The schools are open, on an average, twenty-four weeks in the year; and they contain thirty-nine pupils each, whose education costs the State $2 25 each per annum.

Massachusetts expends very nearly the exact sum of a million dollars a year in the support of her 4,056 public schools; besides the half million that is paid to private schools and colleges, of which there are about eight hundred and twenty. The male teachers are paid, on an average, $37 25 per month; the female teachers, $16 86: and the schools are open seven and a half months in the year. The school-libraries contain, altogether, 91,539 volumes; and apparatus to the amount of $23,825 has been distributed. The State supports three Normal schools and one Reform school. In the latter, the boys work six hours in the day, and study four.

Rhode Island boasts 335 schools, which are maintained at an annual cost of $115,160. In this State, the militia commutation tax is applied to the support of the schools.

Connecticut has 1,642 public schools, a Normal school, a Reform school, and 403 private schools. The school fund alone yields a revenue of $143,693. Male teachers are paid, on an average, $18 50 per month; females, $8 20. Of the teachers employed last year, 220 had ten years' experience; 480, five years'; 500, three years'; 570, less than one year; and forty-five schools were broken up through the incompetency of the teachers. Summer schools were kept in all the districts, except one hundred and twelve.

New York expended, in the year 1852, the sum of $2,549,814 upon her public schools, which number 11,587. There are also 1,472 private schools in this State. The number of children taught

during the year was 862,507, of whom 4,416 were colored. There are thirty public schools composed exclusively of colored children, and several schools for the Indian children in the Reservations.—The number of volumes in the district libraries is a little over a million and a half. The schools are kept open an average of seven and half months; but there were more than 200,000 children who attended a school less than two months in the year 1852.—New York has a Normal school, a High school, and (we believe) three Reform schools, or houses of refuge. In the Normal school, there are usually from ten to fifteen Indian youths, preparing to become teachers of their own people.

New Jersey has 1,500 common schools, supported by an annual expenditure of $272,737. The whole number of children under instruction is 94,605, of whom 1,953 are colored. New Jersey has an invested school-fund of very nearly $400,000.

Pennsylvania maintains 8,699 public schools at a cost of little more than a million dollars a year. The average rate of compensation for male teachers is $18 75 per month; for females, $11 46; but the schools are kept open on an average, only five months in the year. In Philadelphia there are a Normal, and a High school. The public schools of Philadelphia cost $7 16 a year, for each pupil.

Delaware has 236 common schools, and expends $49,469 a year in their support.

Maryland has a school-fund of $150,000, particulars respecting the expenditures of which we do not possess.

Virginia, so far as we know, has no organized system of public schools; nor, we believe, have North Carolina, Florida, Alabama, Arkansas, and Texas.

South Carolina supports 1,023 common schools, attended by 9,022 pupils, at an annual cost of $40,580. Governor Means, in his message, November, 1852, says: "There seems to be a general belief that it (the Free School System) works badly except in large cities. Conducted as they are in the country, I do not hesitate to pronounce it an almost useless expenditure of the public fund; yet I am far from being willing to recommend a discontinuance of the appropriation. I am sure the system could be so altered and improved as to work well with us." He recommends the appointment of a suitable and competent person to travel over the State to witness its operations and suggest improvements.

Georgia has school fund of $23,086, the interest of which is divided among the counties, according to the population.

Mississippi has no uniform school system. Each township has a school-fund arising from the lease of lands granted by Congress for common school purposes—every sixteenth section in each township having been so granted. These lands are leased mostly for ninety-nine years. The money thence arising is loaned annually, at not less than eight, nor more than ten per cent, per annum interest. This interest is the amount applied to tuition, etc., annually

from the township fund. There is also a county fund arising from fines, forfeitures, licenses etc., which is distributed in those townships that are destitute, or have but a small school-fund.

Louisiana imposes a tax for school purposes of one million dollars, and a poll tax of one dollar on each white inhabitant. There is also a school-fund of $125,025. The State supports 704 schools, and expends $25,000 a year upon them. Yet, there are more than 20,000 white children in the State who do not attend school at all.

Tennessee has a school-fund of nearly a million and a half of dollars.

Kentucky has a fund nearly as large as that of Tennessee, and expends $111,000 a year for school purposes; but out of the 215,195 children in the State, only 69,825, attend school.

Ohio spends somewhat more than $300,000 a year in maintaining her 9,916 schools. In one year—1852—Ohio, built 171 school houses. The State is in earnest on the subject of education.

Indiana holds property in trust for the education of her children, which is valued at five millions of dollars. The income of this property, which consists chiefly of land, is to be devoted exclusively and forever to the support of free schools.

Illinois has a school-fund of nearly a million of dollars, which the State borrowed some years ago at an interest of six per cent.—The State can boast of 3000 school houses, and seventy-six school libraries. Male teachers receive an average of $17 63 a month; females, $10 32 and the schools are kept open six months and twenty-three days in the year.

Missouri has a school-fund of half a million; and, in addition to this, the Legislature has appropriated one-fourth of the revenues of the State for the support of the free schools, which swells the amount to be annually distributed, to $140,000.

Iowa has made a spirited beginning in behalf of public education. The constitution provides that a Superintendent of Public instruction shall be chosen by the people for three years, and that all lands granted by Congress to this State, all escheated estates, shall constitute a perpetual fund, the interest of which shall be applied to the support of common schools; and all moneys received for exemption from military duty, and for fines imposed by the courts, shall be appropriated to support such schools, or for the establishment of school libraries.

Wisconsin has a school-fund of $816.220, and expends already more than $120,000 a year for educational purposes. There are nearly 2000 schools in operation, which are provided with libraries, to the extent of 11,000 volumes. There are 66 school houses of brick, 74 of stone, 778 of logs, and 812 framed, and all are valued at $261,986 32. The highest valuation of any school house is $5,550, and the lowest $150.

California has made splendid provision for the future. The constitution provides for the election of a Superintendent of Public Instruction, to hold office for three years. By the same instrument,

the proceeds of the public lands granted to the State for schools, the 500,000 acres granted to new States under the act of Congress, estates of persons dying without heirs shall be a fund, the interest of which, and the rents of unsold lands, are to be inviolably appropriated to the support of common schools. The legislature has established a Board of Education for the State, consisting of the Governor, the Superintendent of Public Instruction, and the Surveyor General. Each town elects three persons as commissioners of school for the town, and a constable as a common school Marshal. Provision is also made for county Superintendents. The legislature has devoted one-twentieth part of the tax upon real and personal property to the support of common schools. The public school system is already in operation, and more than 4,000 children are reported to be under instruction.

For the free instruction of the people, therefore, there are in the whole United States, in round numbers, 60,000 schools, which are supported at an annual expenditure of something less than six millions of dollars, of which sum more than half is expended by the States of New York and Massachusetts. In this survey of the common school facts of the different States, we find little cause for boasting, though much for hope. For, though nearly every State in the Union has *recognised* its duty to see that no child within its borders grows up in ignorance, yet only a few of the States have taken up the subject of universal education with anything like the earnestness which its importance demands. Teachers generally are ill paid, and *hence* ill qualified, and it is a startling fact that the people of the United States pay quite half as much every year for the support of their dogs as they do for the education of their children. A well-informed man is a rarity, and multitudes of the people "spell character with a k," and are ready to affirm that "oats is cheap-r than they was last year."

ORIGIN OF THE TELESCOPE.—The son of a spectacle maker of Middleburgh, in Holland, happening to amuse himself in his father's shop by holding two glasses between his finger and thumb, and varying their distances, perceived the weather-cock of the church spire opposite to him much larger than ordinary, and apparently much nearer and turned upside down. This new wonder excited the father's amazement; he adjusted two glasses on a board rendering them moveable at pleasure, and thus formed the first rude perspective glass. Galileo, hearing of the invention, set his mind to work in order to bring it to perfection. He fixed glasses at the end of long organ pipes, and constructed a telescope, which he soon directed to the surrounding heavens. He discovered four moons revolving around the planet Jupiter, spots on the surface of the sun, and the rotation of that globe around its own axis. These discoveries were made about the year 1610.

For the Journal of Education.

LETTERS TO A YOUNG TEACHER, NO. 2.

DEAR TEACHER: Your success in your useful profession will depend much if not mainly upon the purposes with which you enter the school room. If your object be merely to stay your time out and get your wages, your teaching will prove as irksome to yourself as it will be unprofitable to your pupils. So also if you aim no higher than to tread that beaten track of school room exercises which custom has sanctioned, you may satisfy your unreflecting employers, but you will fail of any marked success. The inherent grandeur of this work of moulding immortal minds demands something of the enthusiasm of the artist in him who would reach its noblest results, and in the teacher, as in the painter or sculptor, a low aim argues incapacity and portends failure.

Aim then, at eminent success in your profession. The rights of your pupils and the interests of society demand not only that no mean or mercenary views shall guide you, but that nothing short of the most signal success shall content you. And such success, once achieved, will arm your mind with a power of faith, that will not only render your future success easy and certain, but will lift your labor out of the region of mere toilsome drudgery, and invest it with the dignity and delight, too, of a high professional or artistic work. Rest not till you are able to rouse, direct and control at will the minds of your pupils, and till, in all that pertains to the order and business of the school room, you can carry forth your plans with unfailing precision, and with invariable success.

Seek to make your pupils finished scholars. Your business in the school room is not that of the monitor, to keep your pupils to their studies, and to listen to their recitations. The true teacher can never be content to be a mere auditor of memorized lessons, however perfectly learned. Text books are means, not ends, in the work of education. They are tools to facilitate the teachers' work of training and informing the mind, and he who regards the mastery of the text book as the real end of school instruction, or confounds it with education, errs only less foolishly than the Irishman who thought to become a swimmer by learning to imitate exactly, on dry land, the motions of a frog; or the mechanic who should

seek to make his apprentice a workman by teaching him to recite the uses of the various implements of his trade. Seek not merely to carry your pupils through arithmetic, but to make them thorough and profound arithmeticians; and so also aim not to make them ready and fluent reciters of grammar or history, but finished and independent grammarians, and sagacious and earnest students of history. Let it be your proud purpose to render your pupils masters of the sciences which they study. Even if you should teach but a single term, so far as you go let it be with this purpose. It is better to lay even the corner stones of a temple that shall stand through all time, than to build to its completion a cob house that must fall as soon as finished.

This aim, besides giving directness and efficiency to your teaching, will force you to avoid two common and pernicious errors. It will forbid the endless multiplication of studies. You would not expect to make a finished arithmetician of the boy whose energies are divided and wasted between four or five other branches, or who changed his studies every six weeks. So also it will forbid the indulgance of a foolish haste to get through the book. In this matter it is a certain truth, "the more haste, the worse speed." A class of mine went through fractions in Davies' University Arithmetic in about a fortnight, and then required an irksome drill reaching through nearly three quarters, before they had mastered the subject. The teacher grew wiser, and the next class took six weeks for the same amount, and did not even need a review.

Thus taught, the scholarship of your pupils will be both permanent and progressive. The prodigies of the school room will not, as now too often occurs, turn out dullards in the world. You will have introduced them to the very altars of the temple of science, instead of having borne them about it on your shoulders to catch, through its windows, mere glimpses of its interior glories. Thoroughness in one branch will lead to thoroughness in all, and the mind that has mastered, with a finished comprehension, one science has gained a power of faith and thought which will carry it triumphantly higher and still higher in the path of knowledge. Nay, more, it has awakened activities of soul that can never wholly sleep again, and has tasted of a cup which will lure it on till it has drank to its fill of the Pierian spring of true learning.

Your fellow teacher,

SENIOR.

ECLIPSES.

The approach of that rare natural phenomenon, a total solar eclipse, will add new interest to the following graphic description of the early methods of predicting eclipses, taken from Professor Mitchell's Lectures.

To those who have given but little attention to the subject, even in our own day, with all the aids of modern science, the prediction of an eclipse, seems sufficiently mysterious and unintelligible.—How then it was possible, thousands of years ago, to accomplish the same great object, without any just views of the structure of the system, seems utterly incredible. Follow me, then, while I attempt to reveal the train of reasoning which led to the prediction of the first eclipse of the sun, the most daring prophecy ever made by human genius. Follow in imagination, this bold interrogator of the skies to his solitary mountain summit—withdrawn from the world—surrounded by his mysterious circles, there to watch and ponder through the long nights of many—many years. But hope cheers him on, and smooths his rugged pathway. Dark and deep as is the problem, he sternly grapples with it, and resolves never to give over till victory crowns his efforts.

Long and patiently did the astronomer watch and wait, each eclipse is duly observed, and its attendant circumstances are recorded, when, at last, the darkness begins to give way and a ray of light breaks in upon his mind. He finds that no eclipse of the sun ever occurs unless the *new moon is in the act of crossing the sun's tract*. Here was a grand discovery.—He holds the key which he believes will unlock the dread mystery, and now, with re-doubled energy, he resolves to thrust it into the wards and drive back the bolts.

To predict an eclipse of the sun, he must sweep forward, from new moon to new moon, until he finds some new *moon* which should occur, while the moon was in the act of crossing from one side to the other of the sun's track.—This certainly was possible. He knew the exact period from new moon to new moon, and from one crossing of the ecliptic to another. With eager eye he seizes the moon's place in the heavens, and her age, and rapidly computes where she will be at her next change. He finds the new moon occurring far from the sun's track; he runs round another revolution; the place of the new moon falls closer to the sun's path, and the next yet closer, until reaching forward with piercing intellectual vigor, he at last, finds a new moon which occurs precisely at the computed time of her passage across the sun's tract. Here he makes his stand, and on the day of the occurrence of that new moon, he announces to the startled inhabitants of the world, that the sun shall expire in dark eclipse.—Bold prediction! Mysterious prophet! with what scorn must the unthinking world have received this solemn declaration. How slowly do the moons roll away,

and with what intense anxiety does the stern philosopher await the coming of that day which should crown him with victory, or dash him to the ground in ruin and disgrace. Time to him moves on leaden wings; day after day, and at last hour after hour, roll heavily away. The last night is gone—the moon has disappeared from his eagle gaze in her approach to the sun, and the dawn of the eventful day breaks in beauty on a slumbering world.

This daring man, stern in his faith, climbs alone to his rocky home, and greets the sun as he rises and mounts the heavens, scattering brightness and glory in his path. Beneath him is spread out the populous city, already teeming with life and activity. The busy morning hum rises on the still air, and reaches the watching place of the solitary astronomer. The thousands below him, unconscious of his intense anxiety, buoyant with life, joyously pursue their rounds of business, their cycles of amusement. The sun slowly climbs the heavens, round, and bright, and full orbed. The lone tenant of the mountain-top almost begins to waver in the sternness of his faith, as the morning hours roll away. But the time of his triumph, long delayed, at length begins to dawn; a pale and sickly hue creeps over the face of nature. The sun has reached his highest point, but his splendor is dimmed, his light is feeble. At length it comes! Blackness is eating away his round disc,—onward with slow but steady pace, the dark veil moves, blacker than a thousand nights,—the gloom deepens,—the ghastly hue of death covers the universe,—the last ray is gone, and horror reigns. A wail of terror fills the murky air,—the clangor of brazen trumpets resounds,—an agony of despair dashes the stricken millions to the ground, while that lone man, erect on his rocky summit, with arms outstretched to heaven, pours forth the grateful gushings of his heart to God, who had crowned his efforts with triumphant victory. Search the records of our race, and point me, if you can, to a scene more grand, more beautiful. It is to me the proudest victory that genius ever won. It was the conquering of nature, of superstition, of terror, all at a single blow, and that blow struck by a single man. And now do you demand the name of this wonderful man? Alas! what a lesson of the instability of earthly fame are we taught in this simple recital. He who had raised himself immeasurably above his race,—who must have been regarded by his fellows as little less than a god, who had inscribed his fame on the very heavens, and had written it in the sun, with a "pen of iron, and the point of a diamond," even this one has perished from the earth—name, age, country, are all swept into oblivion, but his proud achievement stands. The monument reared to his honor stands, and although the touch of time has effaced the lettering of his name, it is powerless, and cannot destroy the fruits of his victory.

—— The first book printed in the New World was in the city of Mexico. It was printed in the Spanish language in 1544.

PROFESSIONAL SPIRIT AMONGST TEACHERS.

A Report read before the State Teachers' Association, in Detroit, April 19th, by J. F. Cary, A. M., of the Detroit Commercial College.

The employments of men have their origin in human wants. This is as true of the multiplied and diversified pursuits of a state of civilization and refinement, as it is of the few simple arts of savage life. When the supply of the bare necessities of his physical being, cease to engross all his thoughts and consume all his energies, man becomes conscious of new wants; as these are provided for, still others develop themselves, until in the highest conditions of society we find him the subject of wants almost innumerable. It is in this susceptibility to new wants that human nature finds at once the possibility and the means of that indefinite progress which distinguishes it from the inferior orders of being—a progress which in the ever enlarging circumference of its wants is destined to extend its domain over land, sea and sky, to exhaust the still undeveloped sources of material wealth, to tame and harness to its car the known but still unsubdued forces of nature and to rifle her of yet latent powers, until nothing but the infinite resources and perfections of Deity himself shall suffice to meet its high demands.

Every occupation, therefore, whose aim is to supply a legitimate want of human nature, *i. e.* one in harmony with human progress, and in a legitimate manner, *i. e.* not sacrificing a higher want for the gratification of a lower, is useful, is honorable, and as such those, who exercise it, should claim for it the respect and consideration to which it is justly entitled. This respect, the discerning and thoughtful will ever accord to it. The sentiment of such is—

Homo sum, nihil humanum a me alienum puto.

They cannot be indifferent to anything that concerns humanity.

But while it is true that in this view all the lawful callings of men are deserving of our respect and attention, yet all are not alike honorable, and if we seek for the principles which determine in our minds the degree of respect which we feel towards the several employments of society, we shall find them chiefly two—the estimate, true or false, which we place upon the wants which are met by them, and the kind and character of the powers which are

tasked for their gratification. Thus the occupation of the farmer affords the means for gratifying numerous and very urgent wants but it fails of obtaining the highest place in our regards, because it ministers chiefly to the animal nature, and, in its present condition at least, requires for its prosecution mainly the labor of the hands. It is the aim of the physician to relieve us of the most terrible want which afflicts human kind, and, as his duties call into exercise the higher faculties of our being, he occupies a large and high place in our estimation. The necessity of defining and maintaining the rights of person and property which lie at the basis of civil society, gives rise to the profession of the lawyer, requiring the most generous culture of the intellect, and affording a field for the exertion of its noblest powers. It has therefore attained a high distinction among the honorable callings of men. Again man has wants more pressing and of a higher character than any to which we have yet alluded, wants which connect him with the partially known, the unknown and the infinite beyond the grave, and he, who, inspired of God through His Word and Spirit, calls our attention to these wants, who devotes his time and the utmost resources of a well cultivated mind to the work of unfolding their nature and extent, and who, by practice as well as precept, evinces his own sincere belief in the truths, which he commends to the notice of others, may well command the highest veneration, which man can justly claim from his fellows.

The profession of the teacher forms no exception to the operation of these principles. His position in the social scale will be high in the same ratio, as enlightened views prevail in respect to the nature, extent and importance of the wants which it is his province to satisfy, and as the efficient discharge of his duties is seen to require the highest and most varied natural powers, and the aids of the most perfect discipline. Were the needs of the human mind and heart in their relation to the teacher thoroughly understood and appreciated, and were the qualifications of the teacher such as this state of things would make imperative upon every one, who would retain a place in the profession, we should no longer hear the complaint that his services were lightly esteemed and illy requited, but his office would immediately assume that elevated ground to

which, in the nature of things, it is entitled—What can be more evident? Does not the educator minister to the highest necessities of human nature? What greater need to man than knowledge; than the power to question and interpret nature aright? than a steady and reliable judgment; than a will, pliable to the voice of authority, yet inflexible in the purposes which are formed at the call of conscience and duty? What more desirable than a correct taste; than a chastened imagination; than a heart imbued with a living scorn for whatever is base and false; and a true admiration for whatever is noble and praiseworthy? Deprived of these, how little remains to man to vindicate the essential dignity and superiority of his condition. That to secure these great blessings to his pupils should be the constant aim and effort of the teacher, none, here at least, will deny; that to impart them to, and develop them in, others, he must himself enjoy them in rich measure, is too obvious to require argument.

It is only wanting then, that these truths should be generally recognized and acted upon, to make the profession of the teacher all that we can desire for it. Let us be explicit here—it is not only necessary, so far as the public favor and estimation are concerned that an occupation should be in itself useful and dignified; it must be so regarded by the community, and where it is so regarded, the consequent respect felt for it, must and ought to be a mere abstraction, having reference to an ideal state of things, and none at all to those who exercise it, except in so far as they possess the qualifications to meet the exigencies which their calling rightfully contemplates. I may regard the education of my child as involving the most important consequences both to himself and society, I may have the most enlarged views of what is comprehended in a right education, and thus be led to form a very high estimate of the talents, the acquirements and the virtues necessary to the individual who is to assume responsibilities so vast, and conduct him safely to the attainment of so valuable an end; but the mere fact that a man steps forward and offers to become the educator of my child, lays me under no possible obligation to transfer to him the veneration which I entertain for these abstract qualities which my imagination has depicted, nor to make him the impersonation of my beau ideal.

Should he, and those of his class around me, fall below the standard which my mind has set up, in important respects, I might indeed feel a strong desire that their deficiences might be supplied, and be willing to labor, and make sacrifices for the improvement of so useful a vocation ; I might consider it as commendable in them, that they aspired to a position of so great influence but never could award to the mere attempt, the merit that only belongs to the finished performance.

It becomes us therefore as teachers, if our profession does not command that attention which its importance ought to secure for it —and who will assert that it does—it becomes us to enquire to which of these causes it is attributable; whether to erroneous and inadequate conceptions on the part of the people of what are its true aims, or incompetency on the part of those who have assumed its duties. We hazard nothing in the reply that it is due to neither the one or the other of these causes exclusively, but to the joint action and re-action of both. The two have such an affinity that the often false, and generally contracted views, which prevail in regard to the elements and objects of education, give occasion to the low standard of qualifications for the teacher, while the latter evil in turn tends to perpetuate and strengthen the reign of the former. Thus error is ever prolific, and her offspring, with truly filial instincts, cherish and support the mother that gave them birth, and nurtured them into vigor.

His apprehension of the teacher's calling must exist until the masses of the people are educated far above the present standard. The uneducated can never know what education is. They may have that negative knowledge which arises from the sense of their own deficiencies—they may highly prize, while they miss the tangible benefits which it confers and earnestly correct them for their children, but they have no such acquaintance with its processes or sympathy with its higher aims, as fits them to set in judgment upon the qualifications of teachers or disposes them to regard with favor the outlay of any more time and money for educational purposes than comforts with the narrowest notions of pecuniary profit, or social distinction. In a community where the popular sentiment is, that to read with a tolerable degree of fluency and distinctness, to

cypher with some dexterity and accuracy, and to write a legible hand, is all that is very material in the education of any one but a lawyer, a doctor, or a minister, we may not look for any very exalted views of the teacher's mission, or hope that those possessed of more enlightenment, will entertain a very profound respect for the kind of talent and learning, that such a public sentiment will attract to its service.

This, then, is the condition in which we find the teacher's calling. Judged of by those philosophical principles which ought to determine the rank of every employment of society, among the noblest that can engage the heart and mind of man, it fails of being universally acknowledged as such, or, perhaps I should say, practically treated as such, because of the want of more enlightened views of its nature and importance among the people, giving rise to a deficiency of the proper qualifications in the great number of those who have embraced it.

What is the speediest and most effectual remedy for the evils contemplated? The occasion of our meeting suggests the ready reply: it is found in the cultivation of a professional spirit among the members of the profession, and especially among that portion of it who train the minds of the masses in our common schools.

It is a reasonable proposition that the prosperity of any profession will be most rapidly and safely promoted, when all, who are engaged in it, are united in effort to built it up, and feel a personal interest in its achievements. Those who labor in any calling must be singularly unfitted for their work, and possess very little enthusiasm in it, if they do not acquire a deeper insight into its wants, and a fuller comprehension of its just aims, a clearer perception of the difficulties which surround it, and of the best means of removing or surmounting those difficulties, than those who are outside of it.

The human mind, and the human heart possess limited powers. You may not enlarge the range of the activities of the one, or of the other, without losing in intensity and effectiveness what you gain in extension. Hence the necessity of that division and subdivision of labor, by which the various interests of society are parcelled out and distributed, each to the care of a particular class, who may concentrate upon it all their energies. By this arrangement there is gained to the different pursuits of men, not only an increase of mental power, but from that love of what is peculiarly our own, a man comes to identify himself with his labor, thus giving rise to what is called professional pride—a powerful principle underlying many of the proudest successes of science and art. Every man is expected to attach a greater importance to whatever concerns his own occupation, than to what affects another's. To this he gives his best, his most earnest thoughts. On other matters, he may speculate and theorize, but here, he reasons from closest induction of facts, and the hypothetical and the ideal are kept in subserviency to the practical and the real. Here, in his own profession, accomplishment, and not barren theory is his idol, and to it he

sacrifices every rival interest. Such absorbing devotion to a single pursuit fails to be pernicious to the general welfare only when the prosperity of every other is secured by the same diligent and jealous care. Now, if any one of the great interests of society is overlooked in the general distribution, or if those who nominally have the care of it, fail to feel a generous ardor in asserting its claims, so that its advancement is left to the occasional and spasmodic action of those whose best energies are devoted to other objects, how can aught but rash counsels, hasty and ill digested plans and consequent feebleness and vacillation mark its history, or how can it escape from the encroachments and overshadowing influence of other interests?

But grant that no error in theory, or inefficiency in execution, could be charged upon those who have in this manner volunteered to take the general oversight of the interests of education. Suppose that this interest were a perfect anomaly to all the other interests of society; suppose that politicians with all their party prejudices and biasses, and that shocking obliquity of vision to private gain, that disfigures so many of that class, were transformed into unprejudiced, disinterested, clear-sighted, and straight-forward-looking legislators, the moment they were called to discuss and act upon the claims of education; admit that the lawyers, physicians and merchants who constitute our boards of education, and educational committees, were able, in the few moments they can spare from the multiplied cares of their several callings, to devise, as it were by inspiration, just the measures that every emergency required, and that the community at large were possessed of truthful and enlarged ideas on all educational matters; of what avail would all this be, if those upon whom it devolves to use the resources created by the State, and to carry into effect the plans of those who have the general oversight of education, fail to understand their duties, and appreciate their position? How can they become the efficient instruments even of a well informed and liberal public sentiment in which they do not themselves sympathize. Were the circumstances outside of the school room the most favorable that it is possible to conceive, a proper sense of the dignity and importance of their calling would even then be indispensable to teachers—how much more so when the great cause of popular education has to fight its way amid much surrounding ignorance, and in the face of rival interests; to encounter not only the supineness of professed friends and the hostility of covert foes, but the systematic opposition of open and declared enemies.

Finally the professional spirit which is needed is very different from a mere clannish feeling or simple esprit du corps. This to a certain extent is a proper and necessary element in the professional spirit, but it is not all of it. What is wanted is the associated effort of teachers, not for their personal aggrandizement, not for the purpose of extorting from society an unwilling tribute of respect to themselves, but to promote in each other that devotion to their

profession and all that appertains to it, both within and without the school room, which proceeds from a profound sense of its intrinsic value and dignity, and comprehensive views of its responsibilities and the qualifications which the right discharge of its duties requires.

A portion of the above report has been omitted on account of its length.—Ed.

MICHIGAN STATE TEACHERS' ASSOCIATION.

Pursuant to previous notice, the Association met in annual session, in the city of Detroit, Tuesday evening, April 18th. The President, Prof. A. S. Welch, of the State Normal School, took the chair, and the Rev. N. Colver opened the session with prayer. The minutes having been read and approved, the President announced that the lecturer for the occasion, Hon. F. W. Sherman, was absent. A business committee consisting of Messrs. J. F. Cary, Detroit, A. S. Bingham, Utica, and J. L. Marcy, Detroit, having been appointed, L. Bishop, Esq., President of the City Board of Education, arose and welcomed the Association to the city. He was glad to see them here. He alluded to the strange fact that the Board had not been laboring but struggling for years, to establish a system of schools in the city against a strong opposition. We need the sympathy of this association, and hope to receive great benefit from its meeting here.

J. M. Gregory briefly responded on behalf of the President, who was suffering from ill health. On behalf of the association, he tendered cordial thanks to the Board of Education, for the invitation which had drawn the association here. He deemed it an auspicious occasion. The organization of Teachers' Association was an omen of hopeful promise. It indicated that teachers as a class were rising to a recognition of their rights and duties. The priesthood in the great temple of learning, it is well that they should gather around its altar places and mingle their devotions—the miners in the deep mines of intellect and thought, they have need to concentrate their power and unite their sympathies. In the cause of popular education we have a part to play outside of the school room, and the voice of our practical educators should be heard in the councils of the State.

Sam'l Barstow Esq., following, said that in this age of associations it certainly was very natural that those engaged in teaching should avail themselves of the benefits of association. There is no calling so high. Man is *all* education. His plans, his thoughts, his actions, are controlled by his education. The common schools of our country are our greatest instruments for the preservation of freedom. The people of this State owe a debt of lasting gratitude to the leaders in this great enterprise for their efforts in endeavoring to elevate the teachers. Promote them, and with them you raise the

entire youth of our State. He rejoiced that the Association had convened in this city. We are not in a congeniel soil. This city is far behind the surrounding country in this movement. The Board of Education in this city have expended less than eighty thousand dollars for educational purposes during the past twelve years. He hoped this body would infuse light into the citizens of Detroit on this great subject.

We are looking for aid from the Legislature and the State Normal School. Our schools are the very corner stones of our political institutions. It is one of the duties of the teacher to create an influence in favor of free schools. It is a beautiful feature in our common schools that they destroy all exclusiveness. They give the pupil a universal sympathy. It is said that the common school tends to vitiate the manners, but this is an erroneous opinion. He was proud to say, that in this city we have schools of the highest standing and the purest morality. He would far prefer to have a child educated there than in those exclusive schools where false notions of society and the aristocracy of wealth are inculcated.

U. Tracy Howe, Esq., as a citizen, welcomed the Association to this city. The semi-annual covocations of this body, are a great feature in the progress of our State. Not long since so little interest was felt in the subject that it was difficult to convene an audience to consult on education. But a few years ago people throughout the country objected to being "taxed to educate others children," but things are very different now. They have learned that the taxes they refused for education they had to pay for crime. It is part of the business of this Association, to teach what is an education. The present idea of education is but a mere dawning of the correct view. An education consists not in merely teaching a person how to read and write or cypher, bnt in teaching how to make a good and useful citizen. We must educate the *whole* man. The habits acquired at school are more important even than the book learning. Order and punctuality are of the highest importance to a business man, and should be taught in all the affairs of the school room Personal freedom is the fundamental idea in our government. It is the great characteristic of our people If a child is taught to appreciate freedom, when he grows up he will be a law-abiding citizen. The great object of education is to develop a full sized, free man. Teachers must labor with this in view and not merely for their salary.

Messrs. Northrop, Gallula and Stark, were appointed a committee on nominations, after which the Association adjourned to meet at 9½ A. M. in the City Hall.

Wednesday Morning, April 19.

The Association convened according to adjournment and was opened with prayer by Rev. Mr. Estabrook. The committee on nominations then reported. Being unable to agree, two reports were brought forward out of which the following officers were elected for the ensuing year.

President—Rev. J. M. Gregory, of Detroit.
Vice Presidents—J. F. Nichols, do
do H. A. Pierce, Marshall.
do E. W. Cheesbro, Grand Rapids.
do J. Chandler, Coldwater.
do W. B. Beals, Flint.
do C. C. Hinsdell, Battle Creek.
do M. S. Hawley, Adrian.
Recording Secretary—C. F. Bellows, Climax.
Corresponding Secretary—J. F. Cary, Detroit.
Treasurer—Prof. O. Jackson, Ypsilanti.
Executive Committee—Prof. E. O. Haven, Prof. J. Estabrook, Mrs. Stone, Kalamazoo; and Miss Rockwell, Detroit.

The officers of the last year presented their reports which were accepted.

The President elect, in taking the chair, said that he accepted the post with which the Association had honored him, not as a post of honor merely, but as one of labor. We have met here to-day for no holiday purpose, but for earnest toil in behalf of the greatest cause in the land. The present is a crisis in the history of this Association. Hitherto regular Institute exercises had attended the sessions of this body, but now they were to rely upon more general discussions to give interest to the meetings. He regarded the teachers' position as one of high responsibility, true dignity and honor. He believed that the dark days of the profession were passing away and that teachers would not be looked upon as a necessary evil—persons whose services parents must use to give their children the learning needful to their success in life—but as an influential and honored class of citizens, and he hoped that if they did not become a "third estate in the realm," they would come to occupy a position of real power, where their voice will be heard and heeded. The influence of this meeting will be felt throughout the state. He hoped to be able to discharge his duties faithfully to the association and the cause, and relied upon the forbearance of the members of the association to aid him in the discharge of these duties.

Messrs. Gallula, Newcomb and Olcott were appointed a special committee to audit the Treasurer's accounts, and the association adjourned to meet again at 2 o'clock P. M.

Afternoon session, April 19.

After the association was called to order, the following committees were appointed, viz:

On studies proper to be pursued in Common Schools—Prof. Estabrook, Ypsilanti; Charles H. Denison, Mt. Clemens; Miss Sarah J. Hudson, Ann Arbor.

On School Discipline—Prof. Bartlett, Olivet; Mr. Thayer, Northville; J. Horner, Ypsilanti.

On the study of Language, as a means of Mental Discipline—Prof. E. O. Haven, Ann Arbor; J. F. Cary, & Mr. Cochran, Detroit.

On the extent to which Religious Education is desirable in Common Schools—Hon. Ira Mayhew, Albion; T. Bassett, Ann Arbor; Miss Rockwell, Detroit.

On Penmanship, and the best mode of teaching it—A. L. Bingham, Utica; T. R. Denison, Ypsilanti; Miss U. Hall.

On Resolutions—Prof. A. S. Welch, Ypsilanti; H. M. Newcomb, Mt. Clemens; B. B. Northrop, Detroit.

On Vocal Music—L. J. Marcy, Detroit; Miss Adams, Detroit; Mr. Thayer, Northville.

On Teachers' Journal—Prof. E. O. Haven, Ann Arbor; J. F. Nichols and J. F. Cary, Detroit.

Mr. Bingham, from the Committee on Penmanship, reported the following resolution:—

Resolved, That penmanship should be taught in all our common schools, and that it should receive a due share of attention, according to its importance in the actual business of life; that when taught, it should be in classes, and under the immediate inspection and direction of the teacher, and illustrated by a free use of the black board.

Mr. Bingham added some remarks to his report, stating that the teaching of penmanship was a more desirable end to be reached than our present system allowed. Many urged that it should have no place in schools at all—that some traveling professor in the art should have the entire direction of the matter. Another objection was that benches and desks in school houses were not generally fit to use for this purpose. This is true, doubtless, but he conceived no better way could be devised of getting better desks and benches, than by insisting on the introduction of penmanship in our schools.

The Hon. Horace Mann having entered the hall, was invited to take part in the discussion. He arose and said that the subject might seem trivial, but in the practical part of education, nothing was trivial, and he should consider himself ill qualified for greater matters if he could neglect the lesser. In the natural order of acquisition, drawing should precede penmanship. Children are more easily taught to draw than to write, and then writing follows with little difficulty, and they have the beautiful accomplishment of drawing besides. He had visited many schools where the children were first taught drawing, and he had learned to tell very readily whether the child had been taught drawing or not. The reason he apprehended was that the motions of the hand in drawing were larger, and inaccuracies were more apparent. Take a grain of sand and compare it with an object as large as an egg, and how much better one could point out all inaccuracies of shape and form. Hence, drawing should precede writing, and coarse writing precede fine, in teaching. Children fail generally to write well because they have no idea in their minds, as to what constitutes good hand writing. Before an artist could paint a beautiful face, or full length portrait, or before a sculptor could make a statue, he must have the idea in his mind, he would produce. Before, therefore,

any artist makes a picture on the canvas, or in the marble, he closes his eye and pictures to himself how each combination of color or light and shade, will look. The machinist, before he makes his machines, must study the different movement of each part, and their combination, or else he fails when he comes to put the whole together. Hence he had found it a good policy to mark four lines on the black board. The first line for the upper part of the letters, the second to mark where a second mark in a letter branches off, as in the letter m or n; the third line where a curve is made in the letter, and the fourth for the bottom line of the letter. Let the word *man* be written on these lines as suggested, as it embodies most of the principles spoken of above, then write the same imperfectly, and show them the difference. Let them write the same word in their books; if any point in any letter is defective, they will be able to point out by the aid of the perfect model the defects, and these being pointed out, they must be instructed to avoid the same fault in the next effort. By these, he gets the image of a perfect letter in his mind, and a perfect letter is sure soon to come. But without the image, they cannot become good writers. In geography, he would not accept any recitation as perfect, or even allowable, where the scholar was not able to draw a map on the black board, of the country about which his lesson was treating. We have no security for the faithful learning of a lesson, till we have got it out at the ends of the fingers. Then we are sure.

Mr. Bingham seconded the remarks of Mr. Mann, and spoke of the method to be pursued in teaching small children. He advised the formation of each letter, in teaching the alphabet. on the black-board. A scholar would learn fast, he believed, by this process, and after he had once thoroughly learned the alphabet in this way, he had besides all the elements of drawing and writing. Let every lesson be illustrated on the black board, and every proper image at times be made by the young pupil on his slate or on the board.

The report was adopted.

The President called the attention of the Association to a plan which had been carried out in Ohio by the Teachers' Association of that State. This was the prosecution of scientific investigation by the collection of a cabinet of specimens in Botany, Mineralogy and Natural History, located at Columbus. Three points in the State—one in the northern, one in the middle, and one in the southern—had been selected, and meteorological observations were taken by agents appointed for that purpose. A large amount of varied scientific information was collected by these means. and the teachers were better prepared to teach those questions in their several schools.

Mr. L. Hall of Mass. thought the association should be careful not to undertake too much at the outset. The Ohio Association commenced about five years ago, weak, few in numbers, and strangers to each other. By wise efforts it was now one of the most efficient bodies in the State, and exercised a controlling influence

on its legislation and its affairs. They appointed, some years since, an agent, whose sole business was to disseminate information relative to Common Schools, increase the circulation of the teachers' periodical, and advance the interests of education and of the teachers throughout the State. The teachers paid his salary, although it cost from $1,200 to $1,400, which was a tax upon them. But they had found this a wise outlay, for the salaries of teachers had nearly or quite doubled in the meantime, which was to be attributed mainly to his efforts. This agent had worked very considerably through Teachers' Institutes in the different counties, but not entirely; he had uniformly visited these bodies whenever possible.

Prof. Haven of Ann Arbor, thought the suggestion of Mr. Hall, relative to the appointment of an agent, was a good one, and at his suggestion, the subject of appointing such an agent in this State, by this Association, was referred to the Committee on the Teachers' Journal in this State.

Mr. J. F. Cary, of Detroit, read an able Report, enjoining a more thorough and persistent cultivation of a professional spirit among teachers. It was adopted. [This report will be found on page 141.]

Prof. E. O. Haven from the committee on the study of the languages, presented a report which was accepted and on request of Prof. Welch laid on the table for future discussion.

The Association then adjourned.

Wednesday Evening.

The Association met at Young Men's Hall, to listen to an address by the Hon. Horace Mann. Prof. Haven offered prayer, and the lecturer of the occasion was introduced to a crowded audience, by the President.

The subject of the lecture was TEACHERS' MOTIVES. In a long, brilliant and thrilling address, the speaker depicted the teacher's work and position, and analysed the motives low and lofty, that ought to urge and sustain him in his toil.

Thursday Morning, April 20.

Association convened according to adjournment, and prayer was offered by Rev. Mr. Reed. Proceedings of previous day read and approved.

Prof. O. Jackson, of Ypsilanti, introduced the following:

Resolved, That a committee of three be appointed to procure the publication of the proceedings of this Association.

Mr. Bingham thought that the Press had already taken the matter in hand, for which the Association was grateful, and that any other publication would be unnecessary.

Prof. Jackson thought it ought to be an *official* report. Resolution adopted, and Prof. Jackson, G. H. Botsford and A. L. Bingham appointed as such committee.

Prof. Estabrook, of Ypsilanti, from the committee "on the study

ies proper to be pursued in our common schools" made the following report:

Resolved, That the following studies should be thoroughly pursued in our common schools, to wit: Orthography, Reading, Mental Arithmetic, Elements of Drawing, Geography, History, Common School Arithmetic, English Grammar, Penmanship, Higher Arithmetic, Elements of Algebra, Physiology. Natural Philosophy, the Rudiments of Astronomy and Chemistry, Book-keeping, (single entry,) Declamation, Composition, and Vocal Music.

Mr. A. S. Bingham thought the list was not quite full enough, and moved that the study of Geometry be added to the list.

Prof. Fisk, of Ypsilanti, supposed that this list was simply one suggested from which the studies to be pursued would be selected, and in which teachers should be proficient before allowed to instruct. He thought Geometry should be taught.

Prof. Estabrook said the list was for the *common* schools, not for our *union* schools, and he thought the list had better not be enlarged, as teacher's efforts would be too much scattered.

Mr. Bassett of Ann Arbor, thought that we should apply our efforts to doing what our schools need *now*, not what they *may* want hereafter. He thought the list already introduced was extensive enough for the present, for it went far ahead of what was supposed proper to be studied in schools, by the public, and he doubted the wisdom of adding any more studies to the list at the present session.

H. M. Newcomb, Mt. Clemens, suggested that the term common school be defined, so we might understand whether it was intended to include select and union schools or not.

Mr. Bingham understood by common schools all those which were supported by the public monies of the State, and aside from incorporated institutions. All union schools he wished to see included. He also wished that some higher branches should be introduced into our district schools, as many of the people had got the idea that nothing but the alphabet was taught therein, and kept their children out and their patronage aloof; and he desired to see studies introduced which would enable scholars to pursue the higher branches.

Prof. Estabrook understood by common schools, simply those primary ones in the several districts which received aid from the State, and not union or select schools. These had, generally, departments where higher branches than any that had been mentioned, were taught.

The order of business was suspended to allow a motion which was passed unanimously, making Levi Bishop, Esq., Hon. Horace Mann, and E. C. Seamans, Esq., honorary members of the Association.

The Association then went into committee of the whole, Mr. Sill, of Ypsilanti, in the chair.

Rev. J. M. Gregory desired to say a few words on this report.

He believed that the success of our common district Schools was often sacrificed to the multiplicity of studies, and the efforts of teachers are rendered in a great measure nugatory. In College it was enough to give a teacher one department of instruction; with this fact in view, it will be seen that a common school teacher has full enough on his hands to do. Yet it is not unusual for the common school teacher to profess himself able to teach everything. Some seem to think their reputation depends upon the number of branches they teach. The general theory of education, as a moulding of mind, is well enough understood, but practically teachers often proceed as if their business was to crowd the mind with information, and not to train it to vigorous growth. A stricter regard for the true aims of education would lead to an avoidance of this multiplication of studies. To pursue many studies leads to superficiality, and this is the reason that so many of the brightest scholars of the school room never study after leaving school. Education instead of being the business of a lifetime is confined to the school days. One study pursued till the pupil has gone beyond his text book and teacher, and becomes an independent and original thinker, is worth more than any mere smattering of many studies. If we look at our most celebrated self made men, we shall generally find them men whose attention has been given earnestly to one topic, This has served them at last as a central column around which all other attainment has been built up. From the vantage ground of their eminence in one science, they have been able to survey the whole field of truth. If the teacher enters the school room with the fixed purpose to make earnest and independent thinkers, he will discard the idea of many studies. He believed he could take arithmetic, geography, grammar, and spelling, and, discarding all other text books, could make better scholars and thinkers than by using at one time all the studies which might be introduced. He would make some particular study a prominent one, and push that earnestly till the pupil had become a thorough master of it.

Mr. Cochran, of Detroit, thought that a sufficient list should be presented, and then that the teacher should select from that list such as he deems the interest of his particular school shall demand. Schools differ, and we must suit instruction and courses of study to each particular want. Let a list be made and every teacher be enjoined to exercise diligent care in his selections from it.

Mr. J. H. Rolfe of Cincinnati, and Mr. Cochran of Detroit, made some very pertinent and suggestive remarks upon the importance to every school of the study of Physiology, and having it thoroughly pursued. Many evils, such as tobacco chewing, excessive spitting, bad postures in sitting and standing, might be remedied by pointing out through the means of this study, the bad influences of these habits. Formerly our rooms were well ventilated by various openings, but now we have little or no ventilation. Serious consequences are resulting from this neglect. Teachers

go into the rooms and are not aware of what kind of air they are inhaling. They injure their own constitutions and are soon broken down.

Hon. Horace Mann said that he did not suppose that this list was intended to be offered as one which recommended that *all* studies must or should be pursued at once. The seven old studies enumerated in the Massachusetts Law, were Orthography, Reading, Writing, Arithmetic, Geography, Grammar, and Good Behaviour. These have been in the code of Massachusetts law for 70 years, and no teacher who could not teach good behaviour by example as well as by precept, was allowed to enter. Looking over the list reported he thought that Orthography, Arithmetic, Drawing and Vocal Music should be taught *first* in every school and to all scholars. He observed also the study of Grammar should be taught to every child, by correcting every ungrammatical expression and allowing no un-English word to be used without notice or correction. By this means, very great progress may be made in this science, before a book is ever put into the pupil's hands. Penmanship should be introduced at an early day—immediately after drawing. Physiology should precede algebra, and when the pupil complained of pain, he should be told its cause. He would not attribute, as he had known teachers to do, the stomach ache to the lie that the boy told yesterday. That was not the cause; attribute these to their proper causes and the child begins to look out for himself. Composition should also be introduced at an early period. But subjects of an abstruse nature should be entirely avoided.

He remembered the first composition he was ever instructed to write. The subject given to him was *Reason*, and he confessed in his own mind that he thought there was very little reason in it, and he had no doubt that his teacher thought similarly of the product. He had seen a book which afforded very proper aid in the matter. It was composed of pictures. The first picture was of the simplest kind and represented an object at rest—the next perhaps portrayed the same in motion. The child was required simply to tell *what* was represented, and thus insensibly was led on till he was a facile composer before he knew it. Geography should be attended to early. Not a very comprehensive treatise for small scholars, but have them draw on their slates the road on which they come to school, notice every large tree, giving it its proper position, every running stream that is crossed, every house located on its appropriate side of the road. After this is done—and it will be done readily—let him describe the road to the next town if he has ever been there, and thus the study can be pursued progressively.

He also regarded the system of union schools as of immense importance. The best system of schools that he ever saw was for a city of 40,000 inhabitants, where the children were gathered together under one roof. The school was divided up into a large number of classes, and the buildings were formed on nearly a cir-

cle. All the new scholars went into one end, and there remained under one teacher for the next six months or so. They all pursued precisely the same studies, and were thus all kept together. In the play hours, the teacher was enabled to be with the scholars, having no other and separate classes to look after. These were then advanced as they progressed, till after a series of years they came out at the other end. They went in awkward, ignorant uninformed boys or girls; they came out accomplished, intelligent, educated young men and women. A similar process he had heard of in a paper mill, east, where a bag of cotton rags was put in at one end, and Robinson Crusoe came out at the other.

He also made some remarks upon the subject of ventilation, believing it to be of the very highest importance. A child in a badly ventilated room, ought not to be expected to study well, any more than brickmakers should prosecute their trade without straw. Air is essential to the health, prosperity and advancement of the pupil. It is strange that when God has surrounded this earth with air of a hundred miles depth, that a child should be deprived of a sufficiency. If he could not get air in any other way, he would take a crowbar and make a hole through the ceiling. He hoped that teachers would take up and agitate this subject. He believed that its importance was not understood by the best of teachers.

Prof. Fisk thought that geology should also be introduced. Geography and geology are very closely allied, and it seems impossible to teach geography without going into the causes of the features of the earth. We should know how the crust of the earth is formed.

Mr. Bassett considered the list already sufficiently extensive, and would rather cut some off than add more to it.

On motion of J. M. Gregory, the committee of the whole rose, and reported back to the house.

Mr. Bishop considered this list as only one out of which the teacher may select. As a general thing, the common district school differs very little from the union school, and the difference will only be in numbers. In one there will be small classes, and in the other they will be large.

On motion, the report was referred back to the Committee, with instructions to prepare a second revised report.

Mr. Cochran introduced a resolution recommending a petition to the Legislature for a law in favor of the teachers' profession. It was laid on the table.

Rev. C. A. Leach, a distinguished friend of education, from Massachusetts, was elected honorary member of the association.

The association adjourned till 2 o'clock P. M.

Afternoon session, April 20.

The association convened pursuant to adjournment. Professor Bartlett, of Olivet, made the following report.

The committee to whom was referred the subject of discipline in schools, beg leave to report:

The term discipline, in the estimation of your committee, as applied to common schools, is used comprehensively, including not only government in its usual acceptation, but also the entire training of the school in respect to habits of system, order, punctuality, neatness and decorum—their times of study and recitation, their moral habits and manner of intercourse, and a multitude of things which go to make up the daily routine of school.

The nature, importance, and extent of the subject as thus defined, would require that any report that should attempt to do it justice, should be much more elaborate, and prepared with much more care, than the time allotted to your committee will permit. Our report can, therefore, at the most, be merely suggestive of a few of the topics embraced in the general subject, and upon which it is hoped, in the course of our discussions, the members of this association will be able to avail themselves of all the wisdom to be derived from their united experience and observation. For the purpose of calling forth this wisdom, and eliciting such discussion as the subject may be deemed worthy of, your committee would present the following resolutions:

Resolved, That discipline in common schools is not only an indispensable condition of success on the part of both teacher and pupils, but is of momentous importance in its influence upon the formation of those habits and traits of character upon which, to a great extent, depend the subsequent well-being of the pupils for time and eternity.

Resolved, That as the school-room is a temporary substitute for the nursery and the family circle, the teacher for the parent, as the combined influence of the nursery and school-room, probably goes farther than all other influences towards the moulding of the future character and destiny of each successive generation, it is indispensable that every teacher should not only understand and feel his responsibility in regard to the discipline of his school, but should also be well skilled in its administration.

Resolved, That one of the most serious obstacles in the way of efficient government and discipline in common schools, is the want of a proper sympathy and co-operation on the part of parents; and that one important end to be aimed at in our educational operations, is to diffuse light among the people on the relations existing between parents and teachers in the common work of education.

The association went into committee of the whole on the report, Mr. Newcomb of Mt Clemens, in the chair.

Rev. J. M. Gregory said that every practical teacher would agree as to the importance of this matter. Every one would admit that the most delicate and difficult duty attendant upon teaching was the constant, equal government of twenty to a hundred scholars, preserving good order and discipline at all times. The well governed schools would be found nearly always the successful ones. The difficulties attendant upon this subject were enhanced by the diverse theories of practical educationists. Some old fashioned teachers

would adhere to the old doctrine of ruling by fear; others as far on the other extreme, believe in governing by moral suasion—by love. He did not believe *any* rule, to which all might come, could be laid down. Methods of government will vary with the mental characteristics of the teacher, or the condition of public sentiment in the neighborhood. One half the trouble of government arises from a neglect of it at home. But we have not come here to find fault with the parents. Sometimes the teachers are better qualified to decide on the kind of punishment than the parent, who looks upon the child with a partial eye. His experience had led him to believe that it was necessary to retain the power to inflict punishment when all other means should fail. Discipline must be preserved at all hazards. He believed that there are those, "born to command," who can sustain their authority, and secure order, without the rod, but their experience should not be made the law for others. The use of corporeal punishment to cause lessons to be got or interest to be awakened in the mind of the scholar, he did not believe in, but viciousness in schools ought to be expelled, by forcible means if no other would do. There is one remark which he especially desired to make. Parents object to the use of the rod because it is *degrading*. They were willing that other means should be used to enforce discipline, but not this. But in the mind of every christian man there was one sufficient reason which would over-rule entirely this objection. The bible itself commands us *not* to spare the rod to the spoiling of the child. There is one danger to be guarded against in all punishments, i. e., the tendency to run into excess. In punishment, as in all stimulants, this tendency is strong. The punishment which seems severe to-day does not seem severe to-morrow, and the teacher is betrayed, before he is aware of it, into an inordinate use of the rod &c. And so the child also requires constantly severer punishments, till he bears almost any measure of pain without flinching, and even counts it a disgrace to cry. This is a difficult case. He had found that it was a good plan to talk to them until they were melted down before the teacher, show them that laws have been violated and some one must be punished. Let the teacher offer to take that punishment upon himself and leave the child to decide what shall be done. In a large number of cases, he had never known an exception. The scholar would submit willingly to receive the penalty, and was pretty sure not to be caught in wrong doing a second time.

Mr. J. H. Rolfe, of Cincinnati, considered this a very important question, especially at the present time, as one man in a neighboring city is now under trial for murder, resulting from an infliction of punishment in a school. It is impossible to teach pupils unless they are under proper control. We are, however, too apt to make the government of a school too prominent. One great difficulty of the teacher is that he knows very little about his pupils. He should make himself familiar with all his pupils and their peculiarities

A want of self-control is very important on the part of the teach-

er. If a man cannot control himself, he is not fit to undertake the control of others. Teachers should endeavor to make themselves worthy of the confidence of the pupils. Comparatively few of our teachers know very little about mental philosophy.

The committee of the whole rose, and reported back to the association, and begged to be discharged.

On motion, Hon. Henry Barnard, Superintendent of common schools of Connecticut, was admitted an honorary member of this association.

The report of the committee on the subject of discipline was accepted and adopted.

The committee on vocal music reported, through their chairman, L. J. Marcy, of Detroit.

Mr. Bingham knew this could be made a practical matter. He had reduced it to practice ever since he had read an able report on this subject, made by the Hon. Horace Mann, in Massachusetts. It is found much more convenient and a more agreeable mode of punishment to turn the whole school into a sort of glee club, and the unpleasant feeling would soon be sung away. It would be found a powerful aid in enforcing discipline, relieving monotony, and preventing mischief. After a very little while, every scholar would be able to sing with readiness and effect. There would be no difficulty in making this a general thing, as very few scholars indeed would be found unable to join in such exercises.

Report of committee adopted.

Prof. Fisk moved that a committee of one each be appointed to report on the subject of school discipline and vocal music, at the next meeting of the Association. Resolution passed, and the following persons appointed: Mr. A. L. Bingham, of Utica, on the first, and Mr. L. J. Marcy, of Detroit, on the second subject.

A resolution was passed inviting Hon. H. Barnard to lecture before the Association on Friday evening.

Prof. Fisk offered the following:

WHEREAS, The cause of popular education and the best interests of our schools demand an increase of professional teachers, and whereas the business of teaching, always honorable and useful, is becoming at length remunerative,

Resolved, That we earnestly commend this profession to young men of talent and learning who are about making choice of a business for life.

Prof. Fisk considered that teaching is not looked on as a profession. It should be made a profession just as much as medicine, law or theology.

Prof. Boyd considered this an important topic. The resolution speaks of the profession becoming remunerative. He hardly thought it was so. Consider the length of time that has to be devoted to preparation. But this motive should not be placed merely before the teachers. They have a higher and nobler motive, and it is to train immortal minds. In too many cases teaching is made a sec-

ondary matter. Men should commence their education with teaching in view as a profession. Teachers have a greater influence over a community than the minister.

Levi Bishop, Esq., advocated the adoption of the resolution. He desired to see the profession elevated—the office magnified in the eyes of the people. We want more persons who have adopted teaching as a profession. Persons want to teach a school because they have no employment. It is often remarked that a man is an energetic individual because he taught during the day, and nights and mornings he studied his profession. This order of things should be reversed. He would have lawyers, physicians, &c., practice their profession by day and study by night to prepare themselves for teaching. In the city of Detroit salaries are not near high enough, and good teachers are actually leaving the city and going into other surrounding places, where they get higher salaries; and he could wish for the best interests of the city, that the whole corps of teachers would leave in a body, that the people might be led to see how entirely inadequately they are rewarding these faithful public servants, and they would make an influence felt at Lansing next winter that would demand such relief as was denied them through malign influences, two years ago.

Mr. Cochran, of Detroit, said, in this connection, that he knew of a first rate teacher in the city, who had taught school for two years, and with the utmost economy in his family, and with the aid afforded by the taking of boarders, that he actually found himself, on careful computation, $92 in debt!

Rev. Mr. Leech offered some excellent and practical remarks, urging that appeals to the higher feelings of the parents of the State be made, and secure as far as possible their hearty co-operation in this work. Let it be seen that by so doing the present and eternal interests of their children would be immensely enhanced, and they would do any amount of work and make any reasonable sacrifice, gladly. He did not think that the community had been moved so much by material ends as by intellectual and spiritual objects. Men are capable of appreciating motives that appeal to his spiritual interests. The profession of teaching should be elevated, and the teacher should feel that the immortal interests of the community are committed to him.

Hon. Henry Barnard, of Ct., said there was no body of persons with whom he liked to meet better than an association of teachers. In regard to the resolution, he thought that there was a great work to be done on the part of the teachers in order to qualify them for their work. Then the public mind must be raised to an appreciation of their qualifications. Our teachers must also be men of influence, independent of the position they occupy. He would refer to the movement in Rhode Island for the encouragement of this body. Similar improvements have been made in Connecticut. Only a few years since we had not three teachers who were receiving a competency for livelihood, and now we have over twenty who are

receiving an average of eight hundred dollars. This movement has been a gradual one. The teacher's profession will never receive an adequate compensation.

Prof. Boyd of Monroe, offered the following amendment, which was adopted:

Whereas, the cause of popular education, and the best interests of our schools demand an increase of, and a higher standard of professional teachers,—

Resolved, That we earnestly commend the profession to the consideration of young men of talent and learning, as one that is useful and honorable, and one that ought to be considered among the learned professions.

Resolved, That we urge teachers to maintain the dignity of the profession by a higher mental cultivation and preparation for the office, and then boldly demand a remuneration for their labors according to their value.

The association then adjourned.

Friday Morning, April 27.

Opened with prayer by Mr. Marcy. Mr. Newcomb, from the committee appointed to audit the Treasurer's account, reported that they had found said account correct.

Hon. Ira Mayhew being absent on account of illness; was, at his own request, excused from the committee on Religious Instruction. Rev. C. A. Leach was appointed in his place.

Levi Bishop, Esq., from the special committee to whom was referred the preamble and resolutions offered by Mr. Cochran, of Detroit, on the subject of petitioning the legislature in behalf of a teachers' profession, reported in favor of appointing a committee to prepare a memorial and circular upon the subject, and to institute such proceedings as might be found desirable to promote the object in view.

Mr. Bishop wished to make a few crude suggestions upon this matter. This question is one of much delicacy and consequence, and it requires prudent and wise action relative to the matter. Over-action would endanger the object; weak action will have the same effect.

He thought, that with the memorial, a carefully prepared act should also be drafted to be submitted to the houses of the legislature. These two documents should be printed together, and circulated among teachers and friends of education throughout the state. Let articles be published in the Educational Journal and other papers of the state; let the matter be spoken of frequently; let the friends of education agitate the subject by all means, and use every influence by which the people of the state may be enlightened upon the subject. Thus may this most desirable object be effected. He referred to an article in the Lansing State Journal, of April 18th, on this very subject, and cordially agreed with its sentiments. He said in conclusion, that teachers must "talk up" the matter, must claim their rank as their right, and maintain it by their action.

Prof. Estabrook thought that this was a most auspicious time at which to commence the agitation of the matter. He condemned the practice of allowing every tyro who wished to step into a school during a winter to replenish his pockets, to do this; he thought that the impressible mind of childhood should not be given to the influence of those who taught simply for money, and had no care for the results which might forever be fastened upon the minds of those who were placed under their care. Parents had a very general notion that almost any one was able to teach their children; they were young, and wanted nothing but the rudiments of learning taught them. He thought this was a fatal idea. It requires as fully a well disciplined and instructed mind to teach small children, as those of any other age He hoped an earnest effort would be made in this direction, and steps would be taken which would result in establishing teaching as a profession.

Messrs. Cochran, Gregory and Hall, continued the debate:

Mr. Botsford, of Hillsdale county, thought it was wise to understand what was necessary to *make* this a profession. The State Teachers' Association of New York had agitated this question for several years, and had got to this point: They have petitioned for an act incorporating their society. This might be a good step here. A few years ago, in New York, in a majority of the counties of the state, Teachers' Institutes were organized, and the teachers of these counties held their sessions of two or more weeks duration, wherein all were reviewed in the different studies they were to teach. So great an interest was excited, that the legislature actually appropriated sums of money to defray the expenses of these institutes. But three years elapsed when, in scarcely a single county, did the Institutes meet and continue long enough to enable them to draw these funds. So it will be seen that the Teachers themselves were to blame. It one county, semi-annual sessions were regularly held, and that county stood first in the counties of the state. Teachers must look to themselves.

Prof. Bartlett thought the remarks last made very just. If we make a profession of teaching, are we sure that we can supply the thousands of schools in the state with a really professional teacher There will be many crowding into the business who cannot take rank as professional men at first. There is another difficulty. Many of the schools cannot sustain a teacher more than six or eight months in the year. A professional teacher cannot be expected to go into these, for he must have employment the year round. What then will be done! of necessity, these must be taught by some one, and they will have to be given into the care of those who can readily enter some other business when their schools shall have closed. He thought, by reason of these objections, that the establishment of teaching as a profession was very difficult, if not impractical. He believed that if teachers would fully qualify themselves, they would command a proper salary.

Levi Bishop, Esq., and Prof. Bartlett still further participated in the discussion, enlarging upon their remarks already made.

Prof. Welch of Ypsilanti, thought that the establishment of teaching as a profession must be a total failure. He had no faith in the efficacy of titles. Bolster up a man as much as you please, but when he comes to work he will find his true level inevitably. No legislature could elevate a teacher; this must be done by himself, and he thought we should look more carefully among ourselves. He believed the dignity of the profession will not be raised by any artificial distinctions. If the teacher does his work well, he will receive proper respect.

Rev. Mr. Leach offered the following amendment to the resolutions, which was accepted and adopted:—

Resolved, That a committee of five be appointed to consider what legislation is necessary to advance the interests of the association, and report at the next session.

The following gentlemen were appointed as such committee: Profs. Welsh and Estabrook, Ypsilanti; Prof. Bartlett, Olivet; Messrs. Cochran and Nichols, of Detroit.

Rev. Mr. Leach, from the Committee on Religious Education in our Common Schools, made a report, which will be found on another page.

Prof. Welch, of Ypsilanti, thought the resolutions appended to the report, unfortunate. He would never engage in any undertaking on which he could not invoke the blessing of God. He believed in the reading of the Bible in schools, and that its reading should be followed by prayer, and that these exercises should open the school. He also favored the reading of the Bible by classes, but he did not believe it best to use it as a text book, as we would Thompson's Arithmetic, or Clark's Grammar. The moment we began to do that, the believers in the diverse dogmas of the different sects into which we were unfortunately divided, would be zealously awakened, and the school would be denominated a Presbyterian, or Baptist, or Methodist, or Catholic school. He would introduce the Bible into schools as a reading book, but no farther. We could not do it without arousing jealousies and strife, that would weaken the power, if it did not destroy, our schools.

On motion of Mr, Rolfe, of Cincinnati, the whole subject was referred to a committee, to report fully at the next meeting of this Association. Hon. Ira Mayhew, of Albion; Prof. E. O. Haven, of Ann Arbor; J. F. Cary, of Detroit; Prof. A. L. Welch, of Ypsilanti; Rev. C. A. Leach, of Detroit, were afterwards appointed as this committee.

Afternoon Session.

Prof. Cary, of Detroit, from the committee on the Journal of Education, presented a report earnestly recommending the adoption of efficient measures to increase the circulation and enlarge the sphere of influence of the journal. The following extracts contain valuable and practical thoughts.

The committee regard the life and prosperity of the Journal as

intimately connected with, if not essential to, the life of the association, or least, such a life as will secure the ends contemplated in its formation.

The members of the Association may meet and discuss subjects of great interest to the members of the profession, derive great benefit from such discussion, and encourage one another by presenting the high and noble motives which make their appeal to them, but this will effect little towards elevating the standard of scholarship, or awakening the zeal of the great body of teachers, who do not as yet attend such conventions. An organ is needed, through which the teachers of our State can be reached at all times, and through which, the wisdom and experience of the few and far distant lights of our profession can irradiate the whole field of labor. And not only so, but such a journal is needed, because it not only presents each teacher with the views and methods of teaching of his fellow teachers, but invites from him an expression of his own thoughts on all subjects connected with education, and when the invitation is complied with, leads to that careful analysis and comparison of his views which are more likely to issue in truthful convictions and sound conclusions, than are the unpremeditated extemporaneous debates.

The best means of extending the circulation of the Journal is a subject of still greater importance. All the considerations which show the necessity and importance of such a periodical, are equally arguments for its wide dissemination. And this question of its circulation involves first the subject of editorship and general management, for other things being equal, its circulation will be large or contracted according to the tact and ability with which it is conducted.

On this point the Committee are authorized by the gentlemen who have this enterprise in charge, to say, that though the concern is their personal property, the Association not having seen fit to become responsible for its support, yet they are disposed to regard themselves as the agents of the association and will cheerfully concur in any changes which shall be deemed necessary or expedient to promote its prosperity. The work was not assumed on their part with a view to pecuniary profit, and its income at present is by no means so large as to throw across their path the shadow of a temptation to retain it any longer than the good of the cause demands. The committee however are glad to express their belief that they utter the unanimous voice of all who are acquainted with the Journal when they award to these gentlemen the just praise of having ushered into life an educational journal which compares favorably with any published in other States, an achievement which, considering their other onerous duties entitles them to the thanks of all friends of education and especially of this society. They regard the Journal as thus far having fully sustained the promise implied in its title, being a well adjusted record of events, affecting the progress of education, and a well stored magazine of

facts, principles, and arguments, for the supply of teachers, families and the community generally.

The committee feel that it is important that there be a full expression of the views of the Association on this subject. Its existence is secured, in any event, for the year, but a longer term of life and especially its efficiency in the cause of education depend very much upon the support which teachers, and more particularly this Association, shall give it. The report was adopted without debate.

Miss Rogers, of the State Normal School at Ypsilanti, read an able report on the subject of "Teachers and Teaching," which was very favorably received and adopted.

Mr. Newcomb, of Mount Clemens, from the appropriate committee, reported the following resolutions, which were adopted:

Resolved, That an education, such as his necessities demand, and such as the institutions and circumstances of society can afford, is the inalienable right of every child in the land, and to provide such education, it is the duty of government to establish and maintain an efficient system of free schools.

Resolved. That we rejoice in the establishment and unparalleled success of the State Normal School, so complete and perfect in all its arrangements, and so happily realizing the expectations and hopes of its founders. We wish for it uninterrupted success, and would assure its Board of Instructors of our hearty support and well wishes.

Resolved, That we hail the establishment of Union Schools as a great improvement in educational machinery, which by introducing a division of labor into the business of teaching, facilitates the toil of instruction, makes a higher education attainable by all, and opening to teachers a higher sphere of labor, must prove a potent instrument for the elevation of the profession.

Resolved, that we tender our thanks to the Hon. Horace Mann, and other friends of education from abroad, and in the city, who have aided in giving interest to our sessions, and to the Board of Education of the City of Detroit, for their kindly invitation and greetings; and last, but not least, to the citizens for their generous hospitality.

Resolved, That as only by the most active and cordial co-operation can teachers hope to advance the interests of their calling, and promote the great cause of popular education, we therefore recommend the establishment of County Associations, and the frequent meetings of Teachers' Institutes, as the means of increasing their usefulness, and gaining perfection in their profession.

Prof. Welch responded, thanking the institution for the flattering testimonial which they had bestowed upon the State Normal School. It might not be inappropriate to state a few facts. Our Normal School has been in active existence one year. It is supported by a legislative fund, arising out of the sale of salt spring lands. It now amounts, annually, to between $4,000 and $5,000. This keeps

up the salaries, on a limited scale, of a corps of Instructers It has been successful from the first. Its course of study has been selected with especial reference to the wants of teachers in our district and union schools. There are two courses—one English, embracing all ordinary English studies. The other course a classical one—was for those who wished to obtain higher eminence in their profession. Our union schools are, mainly, the only schools wherein a preparatory course of study was introduced which would fit the student for College. This course of study was for the purpose of fitting teachers especially for this higher position. He had heard that in some parts of the State there was objection against this last course, but he could assure those present that the two courses were taught together most successfully. He concluded by thanking the Association, renewedly for the flattering vote, and assuring all that the Normal School was in the most flourishing condition, and that teachers will always be most welcome at the school.

On the fourth resolution Levi Bishop, Esq., President of the Board of Education, said in reply that he thought that the thanks were altogether on the other side. He was thankful that they had come here and hoped that great good would result from their deliberations, and that the friends of Education in Detroit would be enabled to combat more successfully the obstacles which they had to overcome.

On the fifth resolution, Rev. Mr. Leach offered some excellent and well-timed remarks, on the importance of sustaining those Institutions, and creating them in counties where they do not at present exist. Some facts were given, shewing the great good that had been done by the organization of similar bodies in other States. He believed it was a most important matter for the teachers, the most direct, available and efficient means of bringing the improvements of the best schools and most favored localities within the reach of all, and that the very best of results would flow from their establishment throughout the State.

Prof. Welch followed in the same strain of remark, assuring the teachers that the organization of Teachers' Institutes was of the largest importance. It was a field almost untouched, wherein teachers might reap some of their richest harvests. The *State* Teachers' Institute a year and a half ago numbered 300—a year ago 400—and this spring again 400. The amount of good effected through this single agency could not well be calculated. He thought that these Institutes in every county, in the prosperous villages along the Central and Southern Railroads, would arouse the people to the importance of the great subject of Education, and give system and unity of effort among the teachers themselves.

Mr. B. B. Northrop, offered the following:

Resolved, That we rejoice in the success which has attended the publication of the Journal of Education—that we approve of the course it has pursued as the organ of this Association, and that we pledge to it our cordial and hearty support in extending its circula-

tion; and promoting its influence, and that we hereby acknowledge our deep debt of gratitude and obligation to the editorial committee for their self-sacrificing effort and untiring zeal in establishing and thus far sustaining it without reward or recompense, but with a deep devotion and a fervent zeal which seeks only to do good.

Rev. J. M. Gregory, the resident Editor of the Journal, responded to this resolution at some length, giving a statement of its present condition and needs.

He stated that the Journal was meeting with good success, and much encouragement from the Press and from Subscribers, but much yet remained to be done. He felt that the teachers of this State had as deep an interest at stake in this Journal as the editorial committee. He had assumed the responsibility of publishing it, not to make money, nor had he realized much profit; he was willing now to give the whole concern, with all the efforts he had made and all that was invested therein, into the hands of the Association as his donation to the cause of education in our State. If it was to be conducted by himself alone, on his own responsibility, and as his Journal, and not that of the teachers of the State, the expiration of the year should witness its discontinuance. But if it was to be the medium through which the teachers of the State were to hold communication, to spread intelligence, and to arouse interest, his labors and efforts, his time and influence, should be as much devoted to it, as it would be possible for them to be. On the conclusion of Mr. G's remarks, 80 new subscriptions were pledged by those present.

A. L. Bingham, of Utica, offered the following which was adopted:

Resolved, That the Executive Board be requested, if they deem it expedient, to appoint a delegation of three to attend the National Teacher's Convention, to be held at Washington in August next.

Mr. Cochran, of Detroit, offered the following, which was adopted:—

Resolved, That we deem the compensation of Woman in the profession of teaching, to be totally inadequate to the nature of the duties she performs, conformed as it is to the false practical estimate of the nature of her services, prevalent in every department of labor allotted to her.

L. Bishop, Esq., offered the following which was adopted:—

Resolved, That the thanks of this Association be tendered to the railroad companies, and the steamboats, for reducing the fare to members of the Association.

Resolved, That the thanks of this Association be tendered to the Editors of the *Tribune* and *Advertiser*, through whose diligence and courtesy a faithful account of our session's proceedings has been recorded, and disseminated throughout the community.

Resolved, That the thanks of the Association be tendered to Rev. J. M. Gregory, for the efficient and impartial manner in which he has discharged the arduous duties of presiding officer.

The President responded briefly, thanking the Association for their kindness and forbearance, and wishing them as individuals, and as a body, all that success to which their efforts in the noble cause of education entitles them. The Association then adjourned, subject to the call of the Executive Committee.

THE STUDY OF LANGUAGE.

Prof. E. O. Haven, from the Committee on "the Study of Language as the means of Discipline," read the following Report:—

'We hold that there is a certain amount of education, such as it is the province of schools to impart, that every child in the nation ought to receive, and that it is not till this limited territory has been faithfully explored that a variety of study and development should be encouraged or allowed. There is a certain amount of study that may be considered a common preparation for all subsequent study, a certain amount of thought needful as a basis for all correct thought, and of which it is a positive disadvantage for any person to be destitute.

From a wondrous analogy nearly all truths in mental philosophy may be illustrated by parallel truths in our physical economy. All human bodies need a certain common symmetrical development, however various may be their future employments and designs. If a thousand children were selected and it were thought best to educate them physically for a diversity of employments, some to hold the plough, some to be swordsmen, some to be sailors, some to be painters, skillfully handling the pencil, some to be mechanicians, some to be musicians, some to gaze at minute objects, some to be pedestrians, and some horsemen, and others to require every possible variety of muscular strength and training, the best possible system would be, first, by a close adherence to all the laws of physiology, to give all the children as nearly as possible an absolutely perfect physical constitution; and it would not be till after this symmetrical general development and health were secured that it would be proper to place each on his particular individual training necessary to produce the desired individual peculiarity. A good constitution would be the basis of all.

With much more force does this apply to the mind, since there is a common method of mental action, and a common fund of thought running through all healthy mental activity and lying beneath it all as an indispensable basis.

In our primary schools all should pass through precisely the same training. Now, we believe that this common margin, on the great, infinite field of investigation, is wider than some, perhaps, may imagine. We shall proceed to show what we think every child should study, making allowance for no exceptions, unless it be individuals so peculiar as not to be considered properly and truly human, and therefore of no account in endeavoring to arrive at general truths.

It must be observed that we are considering the subject theoretically, and take it for granted that every healthy child in the nation should be allowed some years of training at school. This we do believe, and we believe, still farther, that not only should the public provide for it, but the laws of the land should enforce the universal employment of this provision.

The first topic for a model education in all is Language.

Language is the indispensable vehicle of thought. It is the instrument that must be brought into constant use in all subsequent investigation. The first elements of it are learned in the nursery, and it is by means of these elements and natural signs that a knowledge of itself is perfected. A good knowledge of one's native language is, certainly, the first requisite of an education. So indisputable is this truth that a common instinct has ever assigned to this the most prominent place in all primary schools. Reading and writing have ever been regarded as the most indispensable requirements, and ignorance of either positive proof of deficiency, we might almost say absolute destitution of education.

There is, however, room for difference of opinion upon the proper amount of attention to be given to the study of language in our primary schools, and especially before entering upon other studies. We are decidedly of the opinion, that upon the average it is not properly estimated. Words are thoughts, and the surest way of developing the intellect and the heart is to study words. There cannot be a safer peculiarity in a teacher, and one more useful to his pupils than a very rigid and constant enforcement upon them, of the value of this fundamental study. We have almost perfect systems of reading books for our schools, and so extensive is their instruction and so great the study necessary on the part of the pupil to master them, that a very great portion of all the time spent in our common schools should be devoted to them. The exercises in reading, might often be profitably diversified by presenting to the pupils, newspapers and books not used in the school, and requiring them to read in such a manner that all the pupils of sufficient age could understand, while the teacher should faithfully criticise the manner of reading and constantly explain the power of the words and construction of the sentences and connection of the thoughts so as to make the exercise a means of great improvement.

In this way, Grammar, too often considered one of the most obstruse and unintelligible studies for children, may be imparted from

the beginning, and, as the pupil advances he may be successfully taught the analysis of sentences, and the meaning of words, so as to become respectably learned in that which most of all external things distinguishes men from brutes, the art of speech.

The art of writing language, whether from the lips of another, or to express the pupils' own thoughts is next in value, and yet almost as important as the reading and spelling.

And here I am compelled to express my opinion, that, comparatively, a very small portion of all our common school pupils, even when they leave their schools, can write their native language with any good degree of propriety. I have had good opportunities to observe, both in common schools, academies and colleges, and I doubt whether one fourth of our pupils at the age when they generally leave the common schools are able to write a single page without frequent errors. This must be from a want of due attention, in other words, from a want of a sufficiently high estimation of this department of education on the part of teachers.

It is true that our language is complicated, and that it requires many years for its mastery; it is true that infants cannot be expected to be Websters, and that, not till the mind has become well cultivated by the study of science and by general information, that accuracy and versatility can be expected, yet the deficiency is so glaring and so galling that a decided improvement is loudly demanded.

Why should there not, at least, a half hour or an hour of every single school day, be devoted by all the scholars of the proper age to writing their native language. Would it not be a good universal custom for scholars daily, one by one, to write on a blackboard in presence of the class or whole school, sentences uttered or read by the teacher, comprehending in the course of the season all usual terms, while the mistakes should be promptly pointed out and corrected on the spot. And while this exercise should never be intermitted in the school, the older pupils could be required to write by themselves more extended and elaborate compositions.

In this way, what the most of pupils now look upon as the most unmitigated drudgery, may be made the most delightful, as well as the most profitable of exercises.

When pupils without suitable training are required to write a composition, it is much as though a flute or violin were placed in their hands and they were required to play a tune. They would be no better off, even if they had read a good treatise on music and heard a thousand tunes. To perform on an instrument is not learned by reading music books and listening to others, but by praticing note by note. So to write a language is not to be learned by reading or listening to sage counsel from the teacher, but by the very act, word for word.

So confident am I of the value of one language, namely, our own, that I would have higher hopes of the future scholarship of a boy or girl of fourteen who had studied nothing else, but was

able to read and write with correctness, ease and some elegance, than I would of another deficient in this though he had committed to memory all the geographies, grammars, physiologies, astronomies, chemistries, histories and sciences made easy, maps, and all that ever lumbered up a school room and puzzled juvenile brains.

But besides this elementary and thorough study of our own language, it is a question of great practical importance whether children and youth in our public schools of the higher grade should be encouraged to prosecute the study of Latin and Greek, and of the modern languages, French and German. It is well known that upon the value of Latin and Greek very diverse, even antagonistical positions have been taken. We cannot enter upon a long disquisition upon their value. That a thorough study of these mother languages is of great practical benefit, disciplining the mind, cultivating the taste, and qualifying for a very thorough acquaintance with language in particular, and all literature in general, it would be idle to deny. But on the other hand, that much labor in studying the elements of these languages is thrown away—that many an unfortunate child and youth has toiled hard over the enigmas of these dead authors for months, with no perceptible subsequent benefit, is equally undeniable.

We do not take the position that any study of these languages is absolutely essential to what may be deemed a genuine scholarship. We would not recommend their universal study. But at the same time we believe that our Union Schools ought to afford opportunities to those youth who may wish to study those languages, to lay a good foundation that may be built upon and completed in the College or University. The same remarks will apply to the study of German, French, and other modern languages.

So practically useful is a knowledge of these languages that whenever the rise and increase of a Union School or other Seminary will justify it, the best of conveniences for these studies should be furnished.

Still we cannot complete this Report without enforcing with energy the primary and paramount importance of our own native tongue. A singularly composite nation we have a composite language. Lacking perhaps the exactness of the French, the orderly versatility of the German, the mellifluousness of the Italian, it surpasses them all in variety, flexibility, copiousness and force. And what is more it is destined to be the most widely spoken language of the world. Innumerable millions shall echo its strains. The best products of reason, the sublimest results of thought will for ages be embodied in its records.

RELIGIOUS EDUCATION.

Rev. Mr. Leach, from the committee on Religious Education in our Common Schools, made the following Report:—

It is with unfeigned diffidence and embarrassment that at so very brief notice, we approach the subject assigned us, "Religious Instruction."

An essay, an exhortation or a sermon on the topic, in their proper places, would seem very natural. But a report upon the propriety of such instruction would seem much like an argument to prove the right of a man to love his own child, or enjoy the light of the sun. Such an argument is entirely foreign from all our trains of thought.

The question as to what that religion is which may be taught in school without infringing upon the rights of those who hold sectarian views differing from those of the teacher, is a question often mooted. But the imperative obligation to teach religion of some sort has been settled by the unanimous consent of men of all creeds and all ages. It cannot now be called in question. It is not now, except by those who wish to make our public schools an agency for the dissemination of sectarianism. As at present constituted, this is well nigh impossible. The faithful teacher, with his Bible in his hand, and children from various directions before him, finds himself teaching Christianity and not Creeds, Duties and not Dogmas.

Two teachers of the most diverse belief, and holding most firmly to their own opinions, would experience no difficulty in instructing members of each other's families, without infringing at all upon their mutual right to give the sectarian bias to their own offspring. Indeed, if Thos. a Kempis and Fenelon, Wesley and Edwards, were to send to the same school they would all be desirous that religion should be taught; they would agree as to what it should be; they would all commend what is taught in our common schools.

In all our observation we have known of no well grounded complaint that sectarianism is taught in our schools. In the very nature of the case, it is hardly possible that it should be otherwise. In order to teach sectarianism, it is found necessary to introduce catechisms and creeds and other instruments, for that express purpose. And this is the reason, in order that it may be taught in schools differently constituted, and not any fear that it is now taught, that a hue and cry upon this subject is now raised. In one instance a complaint was made and abuses alleged, but it was for the express purpose of influencing certain elections, and was as groundless as any other electioneering fabrication.

While, therefore, we would guard most cautiously the rights of every family and every individual; would have nothing taught in schools which adults of any persuasion would object to, nothing which was not found in the very words used (*ipsissimis verbis*,) in the Word of God; while we would allow each, conscientiously

claiming it, to use at his preference King James' version, the Douay version, or the Hebrew Scriptures alone, or even (if insisted on,) to abstain from the reading of the Scriptures, we would never forego the privilege, or neglect the duty, of making the freest use of the Word of God in school, of conforming all our instructions to its spirit and of most carefully inculcating its teachings.

Were there no reason save historical associations the Bible should not be driven from our *public* shools. The public school system was established in Continental Europe on purpose to impart to the youth, *religious* instruction. It was transferred to this country because it was not meet that the citizens should grow up unable to read the Word of God.

And this leads us to notice the value of religious instruction in sustaining these schools which were founded for its advancement. This motive has not lost all its force. Education is still sought and prized by many, wholly or in part, for its religious bearings. Many a parent will eat the bread of carefulness and give up the much needed assistance of the son or daughter, in order that their eternal interests may not suffer for the lack of knowledge. Many a family in which reading would have become one of "the lost arts" and study an obsolete idea, now sends out its pupils, its teachers, and its influence to the support of the public school. And we hazard nothing in saying that those with whom such motives are the most predominant, are the most reliable members and supporters of the public schools.

Friends of this Association, have you ever considered the value of that one Book which is in every habitation in the land, as preserving the knowledge of letters? Have you ever dwelt upon the value of the religious idea as an incentive to mental effort, as a means of intellectual culture? If not, let us intreat you to give to the subject your first hour of *patient thought*.

And we cannot doubt that you will acquiesce in the opinion that that which has established and perpetuated our educational institutions, and now exerts so weighty an influence upon them, is worthy of being cherished for this influence, if for no other motive. It will occur to every one in this connection that the British literary institutions were founded as religious establishments, that our own system of higher institutions and the institutions themselves with rare exceptions, have been founded and supported from religious motives. The latest educational discourse which we have heard of in New England, was a sermon setting forth the claim of the Western Colleges to the benevolence of the Churches. How many of the Colleges would now be in existence but for such appeals?

We allude to these facts merely as illustrations to show the power of this influence when exerted in favor of educational institutions. Can we as shrewd managers of the interests of education, afford to throw away or alienate from us so powerful an influence?

Would not he who despised religious instruction the most, say that such boundless activity, abundant means and efficient efforts

must be enlisted at whatever cost; would not the christian teacher exclaim, "No amount of opposition shall drive me to turn aside those whose sublime faith, liberal generosity, and enthusiastic exertions for worldly wisdom as a means of attaining the Divine?"

But valuable as our reflections may show religious instruction to be as a means of establishing and supporting literary institutions without, its intellectual value within, the school room is far greator and more precious!

It comes to us the Book of books. That book is precisely adapted to the means of instruction. Its words are the simplest and choicest. Its language is the pure, sweet, and forceful Anglo Saxon. Its style comprises every variety of excellence, from the simplest narration to the sublimest imagery which human tongue can compass.

Its matter is that which is best calculated to promote the progress of the pupil in each branch of study,—for where is language so attractive a study as here? Where, computations more thrilling than in following the angels with their measuring reeds? Where is history so studied as in following it as recorded by the graphic pen of inspiration? Where does Geography interest us more than—

> "In those holy fields
> Over whose acres walked the blessed feet,
> Which, eighteen hundred years ago, were nailed
> For our advantage, on the bitter cross."

While, as we ascend upward to higher themes, as moral and mental philosophy, we find these truths far more conspicuous.

Say not that these are prejudiced words. Does not the infidel savan find here his field of deepest research and sternest conflict, and ever own, at last, that the seeming error was but undiscovered truth? Does not the most voluptuous poet, in his purer efforts, find here his choicest illustrations, and soar hence on highest and serenest wing? Does not the highest morality and the profoundest philosophy of heathenism approach nearest to the intellect of Paul and the heart of John?

If such be the form, what shall we say of the spirit of religious instruction? It strikes down into the lowest depths of man's intellect, and exerts there influences resembling not one but all the forces of the material world. It stirs the stagnant waters to their lowest depths. It quarries materials for the greatest undertakings. It raises structures prouder than of earth. It melts the coldest heart, and sends forth the pure and limpid utterances of genius.

This value of religious instruction is illustrated by the entire history of intellectual superiority. Those individuals, those nations, and those eras, that have exerted a controlling influence on the *mind* of the world, have been the ones that have had the profoundest faith in the mysteries of religion, and come into closest contact with its stern realities. Take as a single example, the English mind of the 17th century; contrast it with the 19th! That

era of the sternest religious conflict was the era of the truest mental development. Blot out the names which were then great, and England's history has lost that name which is first in each department of mental effort—that admiral, general, patriot, monarch, statesman, philosopher, metaphysician, essayist, dramatist, and poet, of whose intellect she has most reason to be proud. And Blake, Marlborough, Hampden, Cromwell, Bacon, Newton, Locke, Addison, Shakspeare, and Milton, are the *legitimate product* of the intensity of thought on religious subjects in the age in which they live. In so far, then, as you exclude religion from the school room, you shut out the most valuable of all intellectual influences.

Of education, as the knowledge of the text books, we have seen that this is the most valuable assistant. But we now see that of education, in its higher sense, as the educing—the leading out from—the development of mind, it is a far more potent auxiliary. As a holy spirit brooding over the face of the deep wherever the waters are troubled, religious instruction is appreciated by us all.

But these are the only lower incidental advantages. As the guide amid the devious ways of life to the portals of heavenly bliss, its value cannot be expressed in words, it cannot be fathomed in time, but it may be experienced by every faithful teacher, and by those who, through his efforts, shall cause joy in Heaven, and who shall shine as stars in his crown of rejoicing forever.

We therefore offer the following:—

Whereas, The interests of religion are the chief concern of man, at all times, and are especially intrusted to those who have the care of youth, and *whereas*, efforts and decisions have recently been made, tending to restrict teachers from the conscientious discharge of their most weighty obligations, therefore

Resolved, That we regard that Bible, which is the text-book of our liberties and institutions, for the understanding of whose truths the public schools were founded, as the best assistant in the training of the intellect; as an important ally in discipline; as the authoritative standard in teaching morality and religion; and therefore as an indispensable aid in the labors of our high vocation.

Resolved, That while the followers of False Prophets teach the Koran, and the Hindoo, the Shaster, with the most untiring assiduity, we, as christians, (differing in our understanding of many truths, yet agreeing in a common standard of faith and practice,) regard it as our privilege, our right, and our duty, to inculcate the sublime truths of Christianity everywhere, and at all times, and never more assiduously than when immortal minds and hearts are entrusted to our charge.

Resolved, That we regard it as an arrogant assumption for those who are unfriendly to our schools to attempt to control them, and for those who care least for them to claim the right to exclude their most precious treasure.

The Spring Session of the State Teachers Institute, at the Normal School, Ypsilanti, closed on Friday, the 7th of April.

If one were to judge by the number of teachers in attendance from all parts of the State, it would seem that the interest in these Institutes is steadily increasing. Among the crowd that thronged the spacious lecture room were many familiar faces, and the cordial and friendly greetings of those who had previously met there, bore testimony to the excellent influence these semi-annual gatherings are exerting upon the profession, even though it should go no farther than to cultivate a spirit du corps, by bringing those whose interests are mutual where they can become acquainted with each other.

But the marked attention with which the lectures of Prof. Davies, Dr Cutcheon, and Profs Jackson and Sill were received proved that other and still higher advantages were enjoyed and appreciated; nor did the necessary length of many of the exercises, and the natural weariness of listening day after day seem in the least to effect the continually increasing audiences.

The friends of education who have labored so zealously in these Institutes have abundant cause to congratulate themselves upon their success.

A Teacher Gone.—At a special meeting of the teachers of Detroit, held May 2d, 1854, for the purpose of giving suitable expression to their appreciation of the character and worth of Watson D. Shaw, recently deceased, the following preamble and resolutions were unanimously adopted:

Whereas, It has pleased Almighty God to remove from us, by death, our much esteemed friend and fellow-teacher, Watson D. Shaw, late principal of the 8th Ward School in this city; therefore

Resolved, That the many virtues and merits of the deceased, which won so rapidly upon our regards during the short time we enjoyed his society, cause us to feel that, in his death, we have suffered a bereavement of no ordinary character.

Resolved, That in view of the unmistakeable evidence, which his short career afforded, of singular fitness, both in moral and mental endowments, for the calling, which he had chosen, and to which he was ardently devoted, we, as teachers, have reason to mourn the death of one, who gave early and bright promise of becoming an ornament to our profession, and the community have experienced a loss, which it is difficult to estimate, and which cannot easily be repaired.

Resolved, That we tender to the relatives of the departed, and especially to his widowed companion, the assurance of our heartfelt sympathy in this afflictive providence, and realizing the inefficiency of all earthly sources of comfort, commend to them, and to her, the consolation of our blessed religion, which sheds a bright radiance even around the graves of the pious dead.

J. F. NICHOLS, Chairman.

L. J. Marcy, Secretary.

——Our young readers will excuse the absence, this month, of the Youth's Department. The full report of the proceedings of the State Teachers' Association, which we publish, leaves no room for editorial remarks, or notices of books.

——The report of the Committee on Vocal Music, and that of Miss Rogers, preceptress of the State Normal School, we hope to print in our next issue.

MICHIGAN

JOURNAL OF EDUCATION

AND

TEACHERS' MAGAZINE.

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DULL CHILDREN.

There is one class of children for whom the wise parent and teacher will feel a peculiar sympathy. They are those whose mental power and activity, by reason of their slow and feeble growth, fall far below the average exhibited by children of their age. Upon no other class is there practised so fatal and profound, though often unconscious an injustice as upon this. With nothing of brilliant promise to excite parental pride, it is decided that their intellects will not repay the expense of cultivation, and their school days are limited to the shortest time needful to acquire the mere rudiments of learning. Discouraged by the careless or bitter comments made upon his dullness, the "dull boy" enters the school room without interest or ambition. Forced here into competition with more active minds, his failure to keep pace with them exposes him to the scorn of the school room, and completing the sad work begun at home, robs him of the last remnant of pride and hope, and settles the slow conviction upon his own mind that he is the wretched dolt his parents and teachers have proclaimed. Happy for him, if the teacher, fretted into impatience by a stupidity he cannot conquer, do not hold him up to the public scorn of the school, or set him on the dunce block as an example to warn others from the crime of dullness. No wonder that the boy thus treated, learns to hate his school and books, and after groping for a while, bewildered, and without guidance around the portals of the temple of science, he quits it in disgust forever, and wanders forth an outcast into the outer darkness of ignorance and inferiority.

If dullness arises from a deficiency of intellect, humanity would dictate that the dull child should enjoy all the advantages that education can afford. Who does not admire the conduct of that mother who, finding her two boys to be idiots, left the high circle which she graced in the city, retired with her sons to the obscurity of a country retreat, and devoted her life to their education? and who cannot sympathize with her triumph, when, after years of patient toil she welcomed her first born from the college where he had graduated with honor.

But dullness is by no means the sure or even usual indication of a feeble mind. The first growth of a great mind is often slow. The oak requires years of growth, ere it towers aloft the monarch of the forest, while a single summer's sun will ripen and wither too, the vine that twines around its trunk. The very firmness of the texture of some minds seems unfavorable to the moulding influences of education just as the marble yields less readily to the sculptor's art than the clay. Much observation has proved that the strong and enduring intellect is as often found under the dull exterior of a slow learner, as amidst those who are called 'bright boys.' The following facts, taken from an exchange paper, are full of significance

No fact can be plainer than this: It is impossible to judge correctly of the genius or intellectual ability of the future man by the indications of childhood. Some of the most eminent men of ages were remarkable only for dullness in their youth. Sir Isaac Newton in his boyhood, was inattentive to his study, and ranked very low in school until the age of twelve. When Samuel Wythe, the Dublin School master, attempted to educate Richard Brinsley Sheridan, he pronounced the boy an "incorrigible dunce." The mother of Sheridan fully concurred in this verdict, and declared him the most stupid of her sons. Goldsmith was dull in his youth, and Shakspeare, Gibbon, Davy and Dryden do not appear to have exhibited in their childhood, even the common elements of future success.

When Berzellus, the eminent Swedish chemist, left school for the university, the words, "indifferent in behavior and of doubtful hope," were scored against his name; and after he entered the university, he narrowly escaped being turned back. On one of his first visits to the laboratory, when nineteen years old, he was taunted with the enquiry whether he "understood the difference between a laboratory and a kitchen." Walter Scott had the credit of having the thickest skull in the school, though Dr. Blair told the teacher that many bright rays of future genius shone through that same thick skull.

Milton and Swift were justly celebrated for stupidity in childhood. The great Isaac Barrow's father used to say that, if it pleased God to take from him any of his children, he hoped it might be Isaac, as the least promising. Clavius, the great mathematician of his age, was so stupid in his boyhood, that his teacher could make nothing of him, till they tried him in Geometry. Carraci, the celebrated painter, was so inapt in his youth, that his masters advised him to restrict his ambition to the grinding of colors.

One of the most popular authoresses of the present day, says an English writer, could not read when she was seven. Her mother was rather uncomfortable about it, but said, as every body did learn with opportunity, she supposed her child would do so at last. By eighteen, the apparently slow genius paid the heavy but inevitable debts of her father from the profits of her first work, and before thirty, had published thirty volumes. Dr. Scott, the commentator, could not compose a theme when twelve years old; and even at a later age, Adam Clark, after incredible effort, failed to commit to memory a poem of a few stanzas only. At nine years of age, one who afterwards became a Chief Justice in this country, was, during a whole winter, unable to commit to memory, the little poem found in one of our school books.

Labor and patience are the wonder-workers of man—the wand by whose magic touch he changes dross into gold, deformity into beauty, the desert into a garden, and the ignorant child into the venerable sage. Let no youth be given up as an incorrigible dolt, a victim only to be laid upon the altar of stupidity, until labor and patience have struggled with him long enough to ascertain whether he is a "natural fool," or whether his mind is merely enclosed in a harder shell than common, requiring only a little outward aid to escape into vigorous and symmetrical life.

GENIUS, TALENT AND CLEVERNESS.—Genius rushes like a whirlwind—Talent marches like a cavalcade of heavy men and heavy horses—Cleverness skims like a swallow in the Summer evening, with a sharp shrill note, and a sudden turning. The man of genius dwells with men and with nature; the man of talent in his study; but the clever man dances here, there, and every where, like a butterfly in a hurricane, striking everything and enjoying nothing, but too light to be dashed to pieces. The man of talent will attack theories, the clever man will assail the individual, and slander private character. But the man of genius despises both; he heeds none, he fears none, he lives in himself, shrouded in the consciousness of his own strength: he interferes with none, and walks forth an example that "eagles fly alone—they are but sheep that herd together." It is true that should a poisonous worm cross his path, he may tread it under his foot; should a cur snarl at him, he may chastise it; but he will not, can not, attack the privacy of another. Clever men write *verses*, men of *talent* write *prose*, but the man of *genius* writes *poetry*.—*Hazlitt*.

For the Journal of Education.

LETTERS TO A YOUNG TEACHER — NO. 3.

DEAR TEACHER:—Your business as instructor is twofold, viz: to impart knowledge, and to cultivate mind. These two departments, though distinct in idea, are scarcely separable in fact; for an increase of knowledge can hardly be gained without a corresponding growth of intellect, while an increase of mental power will certainly lead to a wider grasp of truth. You were exhorted in a former letter, to seek for your pupils finished scholarship in the branches of their study; to make them masters in the various departments of learning, and in the efficient accomplishment of this object, you will most surely secure for them a rapid development of their intellectual powers.

But though thus intimately connected in the business of the school room, the cultivation of the mind is quite distinct from the acquisition of knowledge, and claims a distinct attention from him who would attain the highest success as a teacher. Direct and specific efforts are often required to call into exercise and strengthen the faculties of the mind.

Cultivate then in your pupils, the power and habit of patient, independent, and correct thought. Remember that such thought is the kingly prerogative of the souls with whom you are dealing, and by its aid alone can they bid to their service the powers of nature and the treasures of truth. Without it the most extensive acquisition of knowledge will be found but the prodigal's portion, and the most significant facts of nature are but husks which can neither satisfy the hunger nor please the taste. Aid the little minds around you to form such habits, and you will send them forth with eyes to hich every scene of nature is a printed page, overwritten with lessons of the divinest wisdom, and with a power to find

> "Sermons in stones, books in the running brooks;
> Lessons in trees, and good in every thing."

In teaching your pupils to think, it should be your first object to furnish them occasion for thought. Happily such occasions are found in every new principle in their text books, and in almost every event of life. Exact rigorously from the student a reason for every process he uses, and beware of giving explanations so full as

to leave the pupil no occasion for the exercise of his own powers of thought. Teach him that every rule is founded on a reason, and let him consider nothing rightly learned of which he does not know all that can be known. Propose frequently to them questions requiring study and reflection, and accustom them to trace the relations between each new fact that they may observe and previously known facts. Criticise kindly, but closely and clearly, whatever opinions they may offer, or statements they may make, pointing out whatever is crude or incorrect, and rendering just and temperate praise wherever it is due. One can hardly estimate the good which may be done by simply proposing each day some question to be answered on the following day. But after all your chief reliance for the cultivation of your pupil's power of steady and severe thought, must be upon the daily study of appointed lessons, and, in order to secure the highest advantage of such study, the lessons should be such as to tax the whole energies of the mind, while they should be clearly within the measure of the pupil's ability. There is in the human mind a native indisposition to severe and protracted thought, and this indisposition can scarcely be overcome except by the discipline of hard and laborious study. To the Roman soldier, fighting was but play, because the arms which he bore in battle were far lighter than those he was accustomed to use in his daily exercise; so he who has been trained to hold his mind, by the hour, intently upon the pages and propositions of some scientific text book, will find it an easy task to meet the ordinary demands for thought.

Cultivate all the faculties of the mind. The power of thought is indeed comprehensive of almost all the mental powers, and he who thinks much, must reason, reflect, remember, imagine, observe, abstract and invent; but each of these mental powers is susceptible of a separate cultivation, and the skillful teacher will contrive to give to each its appropriate exercise. The memory should be trained to accuracy and readiness. The recollections of most men are often useless on account of a certain confusion and uncertainty that can scarcely happen to him who has been required to recite his lessons without prompting and without hesitation. The power of observation may be cultivated by frequent appeals to the phe-

nomena of nature, and questions upon the facts or scenes that come under the pupil's notice. No habit is more useful than that of careful, discriminating observation, and perhaps none is more easily cultivated. A flower, a pebble, a rain drop, may furnish the lesson for the exercise of this power, and he who is taught to use it rightly, will find the earth as thickly studded with gems of truth as the sky with stars. Seek to send your pupils forth to the world not mere expert scholars, but learned and cultivated men, profound in thought, quick in perception, active, energatic, practical, and high principled, to take useful part in the world's great work.

Your fellow teacher,

SENIOR.

EDUCATION FAVORABLE TO VIRTUE.

The Iowa Journal of Education contains the following impressive statistics showing the connection between ignorance and crime. They are selected and arranged from an essay by a "member of the Keokuk bar," by a Dr. Shedd, who attempts, unwisely as we think, to separate the effects of moral and mental training, attributing the diminished ratio of crime in several of the countries, to which reference is had, to a higher state of intelligence among the people of those lands. It has long been a question whether merely intellectual culture is a friend to virtue. Certainly it is a proposition not easily subverted that a corrupt heart will incur a heavier weight of guilt and become more dangerous to society in proportion as an enlightened intellect furnishes it with the means of a more efficient development of the evil principles that ferment within.

Perhaps much of the ambiguity that has surrounded this question arises from the fact, that though mental and moral truth are plainly distinguishable in nature, they are seldom, if ever, disconnected in the practical education of the young.

Prussia and England are cited by the Doctor, as evincing the sufficiency of intellectual cultivation alone to purify and direct the lives of men, because the former country with a corrupted form of

Christianity, but with a wise and liberal system of public instruction, exhibits a less amount of crime than the latter, though possessing what we consider a purer Christianity, but making no adequate provision for the education of the masses. But surely it does not follow, because a country, which leaves a great portion of its citizens in such profound ignorance as not to be able to read the word of God in their mother tongue, has yet a comparatively pure form of religion shut up in its creeds and catechisms, or even embraced by its educated classes, that therefore its population receive a greater amount of religious instruction than do the population of a second country where education is general but associated with religious beliefs of a less pure and elevated character.

If the details of the Prussian system of instruction are examined, we doubt not, it will be discovered that much moral and religious truth is inculcated together with that which is simply intellectual, and though all religious instruction were carefully excluded from their school rooms, it were totally impossible for any well ordered school to exist without the aid of those moral elements which have the strongest affinity for religious truth, and are easily separable from the influences of either increased knowledge or cultivated mind.

But we had no intention of discussing the question at length, but wished merely to record our dissent from the view that intellectual culture is a sufficient basis for public virtue. We give the statistics therefore, not as showing that religious and mental education may be safely divorced, but that they are, to a good degree, inseparable, and as affording the brightest promise of the blessings which shall result when both are unitedly prosecuted to the extent which the circumstances of society will permit.

"Dr. Forbe, the ordinary of Newgate, England, in reference to the causes of crimes, remarks, 'That the ignorance of the inferior classes of society is the first and great cause of the multitudinous depredations that are daily and nightly committed upon society: idleness is the second. Among 152 criminals in Newgate who petitioned the sheriff of London, 25 could write a fair hand; 26 illegibly; and 101 were marksmen who could not write at all. Here vice and ignorance are in striking companionship.

"In Prussia there exists an excellent system of common school education; the population in 1837 was above 13½ millions. Du-

ring a period of 18 years prior to 1834, the average number of executions was 7½ per annum. For the last 3 years named, there were but two executions a year. Lesser crimes are said to be proportionably rare. Here are virtue and intelligence in united fraternity.

"Compare now different countries together in these particulars.

"Neither England nor Ireland has any regular practical, efficient plan of public instruction. Scotland has. In England, in 1834, in a population of 13½ millions, the commitments were 22,451; one to 551 of its inhabitants. In Ireland, in a population of 7¾ millions, the commitments were 21,381; one to 362 of its inhabitants. In Scotland, it was one to 330 of its inhabitants.

"The number of persons sentenced to death the same year was, in England 480, in Ireland 197, in Scotland, with a population of 2½ millions, 6. The number of persons executed the same year were, in England 34, in poor, degraded, benighted Ireland 43, in educated Scotland only 4. In England there were 864 transported for life, in Scotland 30, a proportion of about one of the latter to 5½ or 6 of the former. In England 688 were transported for a term of 14 years, in Scotland 47. In England, 2,501 were transported for a term of 7 years, in Scotland 197, that is, one of the latter to about 2½ of the former. Observe the astonishing disparity existing between these two countries. In England, the crime is about threefold that of Scotland,— what is its cause? what but a higher grade of moral and intellectual character in the one than in the other.

"If a doubt lingers in the minds of any as to the causes of this disparity, look at the degree of instruction among the criminals in the following statistics. Who, as a whole, constitute the criminals of most countries? In England and Wales, in 1837, the whole number of commitments was 26,612, of whom 19,407 were males, and 4,205 females. Of this whole number there were unable to read and write 8,464, much above one-third the whole number.— There were able to read and write well 2.284, about one in ten of the whole, of these 177 were females, about 1 in 24 of the whole number of that class. Of those who possessed instruction superior to reading and writing well, there were 101! One hundred and one! a proportion of 1 in 235; of these 101, three only were females, a proportion of 1 in 735 of that class. How do these facts show that the female portion of the human family, when educated, find out a better way to spend their lives than in the commission of crime. And with what demonstrative and persuasive eloquence do these facts plead the cause of educated mind.

"In London, in 1847, 62,000 persons were taken into custody charged with the commission of crime, of whom 51,500 were males and 10,500 females. Of the males 13,000, full one-fourth, were totally ignorant of even the rudiments of learning, and only 150, one in 342 of whole class, could read and write well. Of the fe-

males 9,000 could neither read nor write, and only 14, one in 750 of the class, could read and write well.

England and Ireland, as already said, have no general system of instruction, and in one year they sentenced to death 677 persons, and expelled from their country and their homes for ever 600 more of their own citizens, the responsibility of whose wickedness and crime rests in a great measure upon the British government. In Scotland, during the same period, under her excellent system of public instruction, only 6 were sentenced to death; 4 were executed and the other 2 were banished.

"Look now for a moment to our own country. In Ohio, the chaplain of the penitentiary remarks: 'Of the 276 inmates, nearly all are below mediocrity — 175, about two-thirds, are grossly ignorant, and in point of education scarcely capable of transacting the ordinary business of life.'

"In Auburn, New York, in 1835, of 228 prisoners, only 3 had an academical education, 59 could write and cypher, 56 could read and write only; 50 could read only, and 60 could not read. How deep a shade of intellectual night was there!

"In the state of New York, we have a condensed view of the appalling result of ignorance in its connection and companionship with crime, covering a period of 9 years. In this State, from 1840 to 1848, inclusive, the total number of convictions for crimes was 27,949. Of these 1,182, about one in 124, were returned as having received a common education; 414 as having a tolerably good education, and 128 only as well educated. Of the remaining 26,225, about one half were able merely to read and write, and the residue were destitute of any education whatever."

From the N. Y. Teacher.

FEMALE EDUCATION.

A late writer in Blackwood has forcibly illustrated this subject. He holds the following language:

"You vex the memory of a young girl with dictionaries and vocabularies without end; you tax her memory in every conceivable manner; and at an after age you give the literature of sentiment freely to her pillage; but that which should step between the two—the culture of the reason—this is entirely forbidden. If she learns a dozen modern languages, she does not read a single book in any of them that would make her think. Even in her religious library, the same distinction is preserved. Books of sentimental piety — some of them maudlin enough — are thrust with kindest anxiety and most liberal profusion upon her; any work of theology, any work that discusses and examines, is as carefully excluded.

"The difference in the capacity of children is very obvious. Mark them in their play hours, in their holiday freedom, when they are left to themselves to find matter of enjoyment — how much more pleasure does the girl evidently derive from any beautiful or living thing that comes before her than the boy! We have an instance of it almost as we write. There is a group of children on the beach. The little girl is in perfect ecstacies, as she looks at the sparkling waves that come bounding to her feet; she shouts, she leaps, she herself bounds towards them, then springs back as they approach, half frightened and half pleased — she knows not how to express her delight at this great play-fellow she has found.— Meanwhile, the boy, her brother, does nothing but throw stones at it — of that he seems never wearied. The beach is a perfect armory to him, and he pelts the graceful waves remorselessly. What is their grace to him? So, too, in an inland scene, a garden or a lawn, we have often noticed what exquisite pleasure a little girl will feel, as she watches a sparrow alight near her upon the ground, in search of crumbs or other food. Her little frame quite thrills as this other little piece of life comes hopping and pecking about her. She loads it, but with suppressed voice, with all the endearing epithets her vocabulary supplies. She is evidently embarrassed that they are so few; she makes up by their frequent repetition. She absolutely *loves* the little creature, with all whose movements she seems to have the keenest sympathy. Her brother, the boy, he has nothing for it but his unfailing stone, or he flings his hat at it. Unfailing, fortunately, the stone is not; for, if his skill as a marksman responded to his destructive zeal, there is nothing that a stone would kill that would be left alive, or that a stone would break that would be left whole. A mere blind activity seems, at that very interesting age, to distinguish the future lord of the creation.

"At an after period of life, when thought has educated the youth into feeling, the picture is often entirely reversed. Then, unless the man be bred up a mere pleasure hunter, seeking what he calls amusement in town or country, the superior education he has received makes him the more feeling, the more imaginative, because the more reflective of the two. That brother who once shocked his little sister by his stupid and cruel amusements, now looks with something like contempt at the frivolous tastes and occupations — at the system of poor artificial enjoyments — to which that sister has betaken herself. Now, if they are at the sea side together, it is he who finds companionship in the waves, who finds thought grow more expanded, freer, and bolder in the presence of the boundless ocean. She, too, dotes upon the sea, and sits down beside it — to read her novel. Now, if they ride or walk through the country together, it is his eye that sees the bird upon the bough — hers is on the distant dust that some equipage is making."

As an evidence that this view of the inferiority of female education is correct, let us look at the prospectus of almost any female seminary, and notice the prominence given to the ornamental

branches, and as a general thing we will find that the instruction is worse than the prospectus promises. The books found upon fashionable center tables even where great literary pretension is made, afford an additional illustration of this fact. Milton gives place to Miss Porter, Addison to Headley, Shakspeare to Tupper, and in general the superficial elegance of aspiring mediocrity is found in the place of the great masters of human thought.

A highly cultivated woman who has felt deeply the wrongs suffered by her sex in the withholding of educational privileges, holds the following language, in regard to the principles which ought to apply to this subject:

"We do not claim for woman parallelism, equality or superiority of constitution, capacity or office as against men, but we claim the freedom of her proper life, whatever that may prove to be upon fair trial; we claim the privilege and the opportunity for unfolding all her powers in the conditions and with the helps most favorable for the possibilities of growth, and the full play of all those hopes, incentives and prospects whose monopoly has developed man into her master, and enslaved and degraded her in the proportion that they have been withheld from her"

Again, she says:

"We demand education, therefore, in every direction that can give efficiency to the intellect, light to the feelings, and harmony and dignity to the whole character, for the sake of that moral and rational liberty which depends upon the integral development of the whole being together."

Claims so true, so just, and so founded upon the first principles which characterize the spirit of this age, can not be thrown aside without examination, or long be withheld by those who are governed more by right than by custom.

At the national educational convention held at Newark, N. J., several prominent teachers from New England took substantially the following ground upon this subject:

That woman should always be educated especially for the duties of a wife and mother; that this education should not be abstract for the purpose of development, but concrete for use; that in the study of arithmetic the object should be to learn the practical application, and not to become conversant with the principles of numbers; that culinary matters should be the elements, and the ornamental branches the finish of her education; in short, that she may keep a man's house in order, amuse him when he needs amusement, and creditably perform the duties of the nursery. This monstrous though very common doctrine robs woman of her individuality and makes of her a thoughtless, soulless article for man's convenience and use!

Perhaps the advocates of this doctrine may accord to woman the possession of an affectional nature, and found their argument upon it. Because her affections are stronger than man's, they only should be cultivated. The practical result of this is the sickly

sentimentality, and intellectual softness so often found among women who have been fashioned by their education. It is true that by this system their affections are developed, but the judgment which should guide and control all emotions receives no culture, and hence becomes a servant where it should be master. But it is not to be feared that a woman of superior mind, with cultivated reasoning powers, and a knowledge of the principles of science, will have less affection than before; on the contrary, the cultivation of the whole mind will exactly preserve the equilibrium of the faculties, and will enable women to bestow their affections with judgment and discrimination.

The undue development of the affections, and the imperfect culture of the reason of woman, entail upon her numberless curses which directly act upon the whole human race. It keeps her in subjection to her lower nature, makes her liable to be the victim of craft and design, causes her to pamper the appetites and passions of her offspring, until her innocent lovely child is developed into a selfish, unfeeling monster. Many a wretch who has disgraced society has been made such by the *strong unreasoning affections* of his mother.

We now once more claim for women the opportunities of pursuing the same course of study provided for males, and that this course shall be limited in extent only by her inclination or capacity. Let there be an opportunity to cultivate her reason as well as her affections, and to develop all the powers which God has given her. In this manner alone can strictly impartial justice be meted out, and an effectual barrier put in the way of a monopoly of learning.

But the question may be asked, "Have we not now ample opportunities for this extended culture for females?" I answer that there is scarcely a single female seminary in the country that pretends to give the severe discipline of the male schools, and that out of more than a hundred and twenty colleges in the land, not half a dozen admit women to equal privileges with men. The higher academies are nearly in the same condition, and even in the normal schools, a lower courses of study is provided for females than for males. This deep and burning disgrace is too great to be borne, and the whole community should devise means to remove it.

Women are demanding this reform, in tones that can not be mistaken, and I trust that a short period only will elapse, before learning and the chances of improvement will be as free to all the sons and daughters of men as is God's sunshine and dew.

The course of teachers in this important matter is easily marked out. Remembering that this evil to women is the result, not of design, but ignorance, and that the way to redress it is to throw light upon the subject, let them discuss and agitate the matter wherever they may be, and, being God's truth, it will be seed sown upon good ground producing an hundred fold.

Let those ladies among our teachers who have not finished their education, throw aside with contempt the superficial and inferior course of study which is so generally provided for them, and demand one that with labor and struggle they can accomplish, and which when accomplished will leave its impress of mental growth. Such practical demands will outweigh all the theories in the world in its influence in redressing these great evils, and it is only when these are redressed, that we with confidence can look forward for a perfected system of education in a beneficial and glorious future.

Syracuse, 1854. J. J.

COURSE OF STUDIES.

The following list and arrangement of studies was adopted by the New York Academic and Collegiate Association, at their last annual meeting, and recommended to the teachers of that State. The time requisite for the completion of this course was not specified, but as it is evidently designed to embrace the entire range of studies necessary to a liberal education, it is probably expected to occupy the whole time usually allotted to the acquisition of such an education.

10th Class—Spelling, Reading, Writing, Mental Arith., Pr. Natural History.

9th Class—Spelling, Reading, Writing, Mental Arithmetic, Juv. Physiology.

8th Class—Spelling, Reading, Writing, Slate Arith., Pr. Geog. and Hist. combined.

7th Class—Geography, Reading with Spelling and Definitions, Eng. Gram., Slate Arith., United States History.

6th Class—Geography, Reading with Spelling and Definitions, Eng. Gram., Slate Arith., General History.

5th Class—General Hist., Eng. Gram. or Latin, Arith., Physiology and Book-keeping.

4th Class—Nat. Hist., Botany or Greek, Rhetoric, Grammar or Latin, Algebra, Nat. Philosophy or Mod. Languages.

3d Class—Geology, Mineralogy or Greek—Logic, Grammar or Latin—Algebra and Geometry—Chemistry or Modern Languages.

2d Class—Intellectual Philosophy or Greek; Criticism, Taste, &c., or Latin; Trigonometry and Surveying, Astronomy or Modern Languages.

1st Class—Moral Philosophy and Natural Theology or Greek; Civil Polity or Latin; Civil Engineering, Technology or Modern Languages.

Composition and Declamation, commencing with the 7th Class, and continued through the course, once in two weeks, alternately.

From the Ohio Journal of Education.

SCHOOL GOVERNMENT.

Government, or good order in schools, is a consideration of the first importance, as it is one upon which are based all the beneficial results to be derived therefrom. Then "order," should be the teacher's "first law." Heaven without order, would not less befit the spirits of the harmonious. than would the disorderly school room the presence of good feeling. But, desirable as is this "first law," it is one that is very seldom enforced. True, the mass of teachers *do* manage to control and restrain their pupils, so that the exercises of school are allowed to progress *tolerably* well; but the order thus attained is seldom that which *befits* the school room; benefiting all alike. Now this lack of order in our schools, I think, is attributable, mainly, to one fact, viz: but few, comparatively, understand what good order is. This is a question we should settle at the threshold of this subject; that we may know when we have, or have not attained the desired object. The young teacher, especially, should have a correct view of this point; as it may save him many an unpleasant day. Public opinion is unquestionably wrong upon this subject. *Stillness* appears to be the maximum. And, as an illustration, I have frequently heard a teacher, of considerable repute for his governing powers, say that he never considered his order *good*, unless he could hear *distinctly* the tick of his watch. Now, multitudes of teachers regard this as the highest attainable standard, and, really, it *is* one that but few have *nerve* enough to reach. But, I ask again, is *this the order that befits the school room?* Here, if there is *any* danger, there is none greater than enforcing *too great* a stillness. Such an example as the above can never be attained only by unlawful restraints, that tie the nimble hands and feet—a fear, perhaps, that *chills* the warm blood of youth. And when we have succeeded here, is the condition a *healthy* one? Is it possible that mental activity can long exist in such a sepulchral silence? Can the mind, engaged attentively in search of new truths, in the wide field spread out before it, be, at the same time, so cognizant of external objects, as to keep its bodily members under a rigid *rule?* No; there must occasionally be, where the quiet of *diligence* reigns, a lively stir, to distinguish it from the "palsy of fear." There is a wide difference between order attained by constant restraint and *compulsion*, and that which is the spontaneous fruit of diligence. The former is secured only by perpetual effort upon the part of the teacher, and paralyzes mental activity; and is also unhealthy to the physical system: the latter is the very *element* of diligence, and is, almost, self-existent. A quiet school, indeed, is indispensable; but it should be the result of cheerful devotion to study, and the careful discharge of duty, Like the faithful bee, each should quietly pursue his labors, without molestation or disturbance of his neighbor.

To secure the order described above, does not really require any

great natural "*tact.*" The only difficulty is that we do not always *allow* it to *exist*. This, as I have said, *naturally follows as the effect of diligenee*. But in our efforts to attain the order sanctioned by the false standard of public opinion, we frequently deprive ourselves of the *effect* by destroyingt he *cause*. And this must invariably be done by the rigor necessary to produce this unwholesome stillness.

The *first* thing, then, in this matter, is not an array of *rods* and *ferrules;* but to see that each one has *something to do*— sufficient to employ his time, and to keep him out of *mischief*. This is the experience of every teacher. Which are your troublesome days? All will say — *the idle*.

Again, the pursuits of one scholar should ever be so regulated as never to come into collision with those of his fellow, and he should be required to consider them as belonging exclusively to himself, as his own peculiar business. And here, as elsewhere, it should be the cardinal object to teach children to "mind their *own* business." This done, and our end is in a great measure accomplished: this *one* rule will do more than any conceivable amount of "brute force" in securing a *healthy* stillness in school.

Powhattan, Ohio. D. H. WILLIAMS.

ON VOCAL MUSIC IN SCHOOLS.

A Report read before the Michigan State Teachers' Association, by L. J. MARCY, DETROIT.

Your committee, on vocal music in schools, feel themselves incompetent to bring the subject before you as it deserves to be presented, or in a manner satisfactory to the Association. But its tendency to develop the physical, moral and intellectual faculties is so well known—its tranquilizing, refining and happy influence is so generally appreciated, and its advocates are so numerous and earnest, that it seems in little danger of receiving other than your hearty approbation, although the report may be very imperfect and faulty.

Luther found sacred song to be a most efficient instrument in advancing the reformation. He says it had a mighty control over the movement of the human heart. Wherefore I recommend it to every one, particularly to youth, to love, honor, and esteem this precious, useful and cheering gift of God, the knowledge and diligent use of which will at all times drive off evil thoughts, and diminish the effects of evil society and vices. "It is necessary," he adds, "that this art be taught in schools. A school teacher must be able to sing, or I will not look at him."

The physiologist argues the cultivation of vocal music, because it is a most healthful exercise, strengthening and expanding the lungs, and consequently giving a better circulation to the blood, and so improving the whole system. The good flow of spirits which accompanies its exercise, is also very conducive to health. It serves to strengthen the vocal organs, and to improve the voice. How rich and varied are the tones of the human voice, when cultivated in a proper manner! No sentiment, no feeling, no passion of the heart, but can be expressed by it, and that more effectually than is possible by any other means. The influence of the voice is no where more efficient, or its effects more apparent than in the school room. The old prevailing opinion that singing can be learned by only a few individuals, favored by nature with an extraordinary gift, is passing away. It is found that where children are frequently hearing the songs of the school room, and permitted to join in them as they naturally will, they almost all become singers. It comes much more readily and pleasantly, than when sent to a regular singing school, as most of us were, and obliged to make an effort to chord with the teacher in sounding *do*, in order to have it decided whether or not we had an ear for music. It is well known that in Germany and Switzerland, persons are rarely found unable to sing. If a child were brought up with those unable to talk, he would never learn; and if he associates only with those unable to sing, it by no means proves that he has no ability to learn under more favorable circumstances.

Who, accustomed to witness it, has not admired the happy influence of a morning hymn, in giving a right turn to the thoughts and feelings of the school. At the time of changing classes, there is often an unpleasant break in the order of the school. Let the teacher commence a familiar song at that point of time, and in the second word, he will be joined heartily by all the singers in the room—it affords a most pleasing relaxation. How beautiful is the image brought to mind by that story of Mr. Page, where, at the breaking up of a shower at the close of school, all joined in singing the hymn,

Lo! the heavens are breaking,
Pure and bright above,
Life and light awaking,
Whisper—God is love—God is love.

Then how cheering to the teacher, in passing the dwelling of his pupils, to hear the song they are accustomed to sing at school, giving sunshine and joy into the bosom of many a family, greatly in need of refining influences.

It has been argued by some, that the knowledge of the rules of singing should precede singing by rote; but as well might we say that learning to read should come before learning to talk. This, and further advantages of singing in schools, might be profitably pursued at a much greater length, but this may serve to introduce the subject for discussion, and is therefore respectfully submitted.

THE FIRST STUDIES.

The first studies form an epoch in the history of genius, and unquestionably have sensibly influenced its productions. Often have the first impressions stamped a character on the mind adapted to receive one, as often the first step into life has determined its walk. To ourselves, this is a distant period lost in the horizon of our own recollection, and so unobserved by others, that it passes away in neglect.

Many of those peculiarities of men of genius which are not fortunate, and some which have hardened the character in its mould, may be traced to this period. Physicians tell us that there is a certain point in youth at which the constitution is formed, and on which the sanity of life revolves; the character of genius experiences a similar dangerous period. Early bad tastes, early particular habits, early defective instructions, all the egotistical pride of an untamed intellect, are those evil spirits which will dog Genius, to its grave. An early attachment to the works of Sir Thomas Browne produced in Johnson an excessive admiration of that latinised English, which violated the native graces of the language. The first studies of Rembrandt affected his after-labors; that peculiarity of shadow which marks all his pictures originated in the circumstance of his father's mill receiving light from an aperture at the top, which habituated that artist afterwards to view all objects as if seen in that magical light. When Pope was a child, he found in his mother's closet a small library of mystical devotion; but it was not suspected till the fact was discovered, that the effusions of love and religion poured forth in his Eloisa were derived from the seraphic raptures of those erotic mystics, who to the last retained a place in his library among the classical bards of antiquity. The accidental perusal of Quintus Curtius first made Boyle "in love with other than pedantic books, and conjured up in him," as he expresses it, "an unsatisfied appetite of knowledge; so that he thought he owed more to Quintus Curtius than did Alexander." From the perusal of Rycaut's folio of Turkish history in childhood, the noble and impassioned bard of our times retained those indelible impressions, which gave life and motion to the "Giaour," the "Corsair," and "Alp." A voyage to the country produced the scenery. Rycaut only communicated the impulse to a mind susceptible of the poetical character; and without this Turkish history we should still have had our poet.

The influence of first studies, in the formation of the character of genius, is a moral phenomenon, which has not sufficiently attracted our notice. Dr. Franklin acquaints us that when young and wanting books, he accidentally found De Foe's "Essay on Projects," from which work impressions were derived which afterwards influenced some of the principal events of his life. Rousseau, in early youth, full of his Plutarch, while he was also devouring the trash of romances, could only conceive human nature

in the colossal forms, or be affected by the infirm sensibility of an imagination mastering all his faculties; thinking like a Roman and feeling like a Sybarite. The same circumstance happened to Catharine Macauley, who herself has told us how she owed the bent of her character to the early reading of the Roman historians; but combining Roman admiration with English fiction, she violated truth in her English characters, and exaggerated romance in the Roman. But the permanent effect of a solitary bias in the youth of genius, impelling the whole current of his after-life, is strikingly displayed in the remarkable character of Archdeacon Blackburne, the author of the famous "Confessional," and the curious "Memoirs of Hollis," written with such a republican fierceness.

I had long considered the character of our archdeacon as a *lusus politico et theologico*. Having subscribed to the Articles and enjoying the archdeaconry, he was writing against subscription and the whole hierarchy, with a spirit so irascible and caustic, as if, like Prynne and Bastwick, the archdeacon had already lost both his ears; while his antipathy to monarchy might have done honor to a Roundhead of the Rota Club. The secret of these volcanic explosions was only revealed in a letter accidentally preserved. In the youth of our spirited archdeacon, when fox-hunting was his deepest study, it happened at the house of a relation, that on some rainy day, among other garret lumber, he fell on some worm eaten volumes which had once been the careful collections of his great grandfather, an Oliverian justice. "These," says he, "I conveyed to my lodging-room, and there became acquainted with the manners and principles of many excellent old puritans, and then laid the foundation of my own." Thus is the enigma solved! Archdeacon Blackburne, in his seclusion in Yorkshire amidst the Oliverian justice's library, shows that we are in want of a Cervantes, but not of a Quixotte, and Yorkshire might yet be as renowned a county as La Mancea; for political romances, it is presumed, may be as fertile of ridicule as any of the folios of chivalry.

Such is the influence through life of those first unobserved impressions on the character of genius, which every author has not recorded.—*Curiosities of Literature.*

THE BEAUTIFUL.—We teach our children the Good, but we neglect the Beautiful. At the mother's knee, the Sabbath school and the sanctuary, virtue is inculcated—but inculcated alone. Truth and Beauty are twin sisters, and should never be separated. The precedence belongs to Truth, but her hold upon the youthful mind is weakened by the neglect of her sister. A love of the Beautiful is purifying. He who dwells most among the Beautiful, other things being equal, will have most regard for virtue. How important, then, that the æsthetic as well as the moral nature of children should be educated! Do this, and they will instinctively turn from everything vile, distorted, and vulgar.—*Portland Transcript.*

KNOWLEDGE FROM BOOKS.

Hillard makes the following sensible and judicious remarks on the above subject:

"From the knowledge that comes from books, I would claim no more than it is fairly entitled to. I am aware that there is no inevitable connection between intellectual cultivation on the one hand and individual virtue or social well-being on the other. The tree of knowledge is not the tree of life. I admit that genius and learning are sometimes found in combination with gross vices, and not unfrequently with contemptible weakness, and that a community, at once cultivated and corrupt, is no impossible monster. But it is no over-statement to say that, other things being equal, the man who has the greatest amount of intellectual resources is in the least danger from inferior temptations; if for no other reason, because he has fewer idle moments. The ruin of most men dates from some vacant hour. Occupation is the armor of the soul, and the train of idleness is borne up by all the vices. I remember a satirical poem, in which the devil is represented as fishing for men, and adapting his bait to the taste and temperament of his prey; but the idler, he said, pleased him most, because he bit the naked hook. To a young man away from home, friendless and forlorn, in a great city, the hours of peril are those between sunset and bed-time, for the moon and stars see more of evil in a single hour, than the sun in his whole day's circuit. The poet's evening visions, are all compacted of tender and soothing images. It brings the wanderer to his home, the child to his mothers's arms, the ox to his stall, and the weary laborer to his rest. But to the gentle-hearted youth who is thrown upon the rocks of a pitiless city, and stands 'homeless amid a thousand homes,' the approach of evening brings with it an aching sense of loneliness and desolation, which come down upon the spirit like darkness upon the earth. In this mood, his best impulses become a snare to him, and he is led astray because he is social, affectionate, sympathetic, and warm-hearted. If there be a young man thus circumstanced, let me say to him, that books are the friends of the friendless, and that a library is the home of the homeless. A taste for reading will always carry you into the best possible company, and enable you to converse with men who will instruct you by their wisdom, and charm you by their wit; who will soothe you when fretted, refresh you when weary, counsel you when perplexed, and sympathize with you at all times. Evil spirits in the middle ages were exorcised and driven away by bell, books and candles. You want but two of these agents, the book and the candle.

"In the use of books there is room for much discrimination.—Books themselves are of various classes; some are good, some are bad, and many are neither good nor bad. Some are to be studied, some to be read, and some to be thrown into the fire. The profusion of books at the present time, and the ease with which they

may be procured, I look upon as by no means an unmixed good. There is a great deal of trash current in the form of cheap literature, which, like cheap confectionary, is at once tempting and pernicious. Cheap as these books are in appearance, most of them would be dear at nothing at all. Especially is this true of the swarms of novels, of English and French manufacture, which come warping upon every Eastern wind, most of them worthless. To those who have any purpose of self culture, one of their first duties is resolutely to abstain from such books, as they would from opium or brandy. But the promiscuous reading, without purpose and without method, of books in themselves good, is little better than intellectual pastime. Of two young men of equal capacity, suppose that one occupies himself for a certain period in light reading of a miscellaneous character, and the other devotes the same time to the vigorous study of one or two works requiring close attention and continuous thought, such as Butler's Analogy, Smith's Wealth of Nations, Locke's Essay on the Human Understanding, or Mill's Logic, the amount of intellectual benefit derived by the two will be greatly in favor of the latter. The former will have gained merely a crowd of heterogeneous impressions, lying in confused masses in his memory like the shreds and patches of a rag bag, while the other will have been through an athletic course of mental discipline, by which every faculty is invigorated. Beware of the man of one book, says a Latin proverb. He knows no more than that, but that he knows thoroughly. Let me commend to every young man to form the habit of reading with a definite object, and with concentrated attention, and not to roam over a library as one strolls through a garden, pitching upon books because there is something taking in the titles, or because the contents have an inviting look as we turn over the leaves. Be content to be entirely ignorant of some things, in order that you may know other things well. It is better to know everything of something, than something of everything. Study, says Cicero, (and no man ever had a better right to define study than he, for no man ever studied harder,) is the intense and assiduous occupation of the mind, applied to some object with earnest good will. One hour of study is worth a day of listless dawdling over a shelf of books. Solomon says, of making many books there is no end, but the great concern of man is to fear God and keep his commandments. This we learn to do from the study of one book, emphatically styled 'the Book,' or Bible.

Literature is fragmentary, and yet it deals in endless repetitions, showing how cabined, cribbed and confined the human mind really is.

Conceit is proud that he has learned so much. Wisdom is humble that he knows no more.

Youths' Department.

THE ECLIPSE.

This noon the old King of Day shone out splendid and fierce as if in royal defiance of the thousand rumors concerning him that had filled the public mind of late. Years ago, men of science had foreseen and foretold that this afternoon, the Moon, the gentle Queen of Night, having left her own star-decked domains, would pass before the face of the Sun and hide his light from the earth, but at three o'clock he remained brilliant as ever, "Still like a king he bore him," as if in mockery of the thousands of eyes peering and winking at him through smoked glass. As for the moon, she was no where in sight, though one boy reported that he had seen her at noon.

At length the moment came, the minute long before predicted by scholars, and a little flattening was seen on one edge of the sun's disk. The eclipse had begun, and now might be seen every where people of all sizes and ages watching through pieces of sooty glass the progress of the affair. Old people looked, and talked of a like event that they had witnessed many long years ago when they were children; groups stood about the corners making merry over the discomfited monarch of day; draymen walked by their carts, a whip in one hand and the universal smoked glass in the other; travelers went on their way gazing upward, as if they were journeying towards heaven; and little ragged urchins in the streets looked up from their heaps of dust to see what mischief was going on in the sky. Even our little daughter caught the infection, and peering sagely through the glass, discovered that the sun was "jes' like 'e moon."

But no body looked on with such a feeling of joyous triumph, boys, as those same great scholars whose science had foretold with such certainty the event. Their hours of toilsome study were forgotten as they saw the shadow sweeping on just where they had marked its path, and fulfilling with the nicest exactitude the times they had predicted. It was a noble proof of the usefulness of learning, and it set the visible seal of truth to those wonderful theories that they had taught us concerning the motions and distance of the heavenly bodies.

Nor were the scenes on earth less full of blessed evidence of the great utility of their studies. Slowly a strange and supernatural darkness and chilliness crept through the air, but no one, not even

the most ignorant, showed any alarm. Science had predicted the event, and no one doubted that it would come to pass, though few understood the grounds on which the prediction was based. Science also had explained the cause, and all were satisfied. In former ages such a strange event would have filled all men with an awful fear. During an eclipse which occurred shortly after the missionaries went to the Sandwich Islands, the whole population of those Islands joined in public outcries and lamentations, and were filled with the most dismal forebodings till the missionaries had explained to them the nature of an eclipse. It is only a few years since even among civilized nations an eclipse was thought to be the sign of some great public calamity which would soon happen. But thanks to the scholars whose study has revealed the causes of these remarkable phenomena, and changed them from occasions of public terror to scenes of intelligent and joyful wonder. Many, many years must elapse before another such an event shall be witnessed by the inhabitants of this land, but science has already foretold the time of its next occurrence, and sweeping forward has predicted its occasional repetition for hundreds of years to come.

Friday, May 26th.

A Spice Orchard.—In one of his late letters from the East, Bayard Taylor gives an account of a visit te a nutmeg orchard on the Island of Penang:

"On our return to the ship," says Bayard, "we visited a nutmeg plantation. The trees, which are from twenty to thirty feet in height, are planted in rows, at intervals of about twenty feet. The leaf is dark green and glossy, resembling that of the laurel, and the fruit, at a little distance, might be taken for a small, russet-colored apple. When ripe, the thick husks split in the centre, showing a scarlet net-work of mace, enveloping an inner nut, black as ebony, the kernel of which is the nutmeg of commerce. The clove tree, not now in its bearing season, has some resemblance to the nutmeg, but the leaf is smaller, and the foliage more loose and spreading. As we drove through the orchard, the warm air of noon was heavy with spice. The rich odors exhaled from the trees penetrated the frame with a sensation of languid and voluptuous repose. Perfume became an appetite, and the senses were drugged with an overpowering feeling of luxury. Had I continued to indulge in it, I should, ere long, have realized the Sybarite's complaint of his crumpled rose-leaf."

An urchin, not quite three years old, said to his sister, while eating a piece of gingerbread, "Sis, take half ub dis cake to keep to afternoon. when I gets cross." This is nearly as good as the child that cried, from the top of the stairs, "Ma, Hannah won't pacify me."

THE CLOUD.

TRANSLATED FROM THE GERMAN OF REINICK.

One hot summer morning, a little cloud arose from the sea, and, like a blooming, playful child, looked through the sky, and over the wide earth, which for some time had lain sad and languishing from the effect of a long drought.

As the little cloud sailed through the heavens, she looked on the poor people below, working in the sweat of their brow, and suffering from fatigue, while she was free from care and toil, and was borne along by the light breath of the morning.

"Alas!" said she, "if I could but do some good to the poor people there below — something to lighten their labor, to soothe their cares, to supply food to the hungry, to refresh the thirsty!"

And the day went on, and the cloud grew larger; and, as she grew, the hopes of men were turned towards her.

But on the earth the heat still increased. The sun glowed and scorched, and beat on the heads of the laborers till they were near fainting; yet they must work on, for they were very poor.

They cast a look of entreaty towards the cloud, as if to say, "Ah! you can help us!"

"Yes, I will help you," said the cloud; and immediately began to descend gently towards the earth.

But now occurred to her what she had heard in the bosom of the ocean, when a child; namely, that the clouds found death whenever they sank too low, and came near the earth.

For some time she descended, and allowed herself to be carried hither and thither. At length she stood still, and said, boldly and joyfully —

"Men, I will help you, happen what may!"

This thought made her suddenly gigantic, strong, and powerful. She had never even thought herself capable of such greatness. She stood over the earth like a beneficent God, and raised her head, and spread her wings over the fields. Her splendor was so great that man and beast shrank from it; the trees and grass bowed their heads; but all saw in her a benefactress.

"Yes, I will help you!" continued to cry the cloud. "Receive me! I die for you!"

It was a mighty purpose which she therein executed. A bright light shone through her, thunder roared, undying love transpierced her, and she sank to earth dissolved in a flood of rain. This rain was her deed; this rain was her death; in it she was glorified.— Over the whole land, as far as the rain spread, arose a bright bow, made of the finest rays of the sky. It was the last visible manifestation of her great, self-sacrificing love. In a short time, it also disappeared, but the blessing conferred by the cloud upon suffering and relieved man long remained.—*The Schoolfellow.*

Lamartine is writing a book on Turkey; he calls it "The Thousand and One Nights of History."

THE USE OF REMEMBERING.

"What's the use of remembering all this?" pettishly cried a boy, after his father, who had been giving him some instructions, had left the room.

"I'll tell you what; remembering is of great service sometimes," said his cousin. "Let me read to you now from the Living Age. Please hear.

"My dog, Dash, was once stolen from me," says Mr. Kidd. "After being absent thirteen months, he one day entered my office in town, with a long string tied round his neck. He had broken away from the fellow who held him prisoner. Our meeting was a joyful one. I found out the thief, had him apprehended, and took him before a magistrate. He swore the dog was his, and called witnesses to bear him out.

"Mr. Kidd," asked the lawyer, addressing me, "can you give any satisfactory proof of this dog being your property?"

"Placing my mouth to the dog's ear — first giving him a knowing look — and whispered a little communication known only to us two. Dash immediately reared up on his hind legs, went through with a series of manœuvres with a stick, guided by my eye, which set the whole court in a roar. My evidence needed nothing stronger; the thief stood convicted, Dash was liberated, and among the cheers of the multitude merrily bounded homeward."

"There, boy, do you hear that? That dog's remembering was of service to him; it was taken as evidence in a court, and it fairly got the case. Yes, he was set free, and a thief convicted. Well, if remembering his master's instructions served a dog so well, how much more likely is it to be important for a boy to treasure up the instructions of his father, not knowing what straits they may keep him out of?"

The lesson is a pretty good one, and other boys might profit by it.

A Yankee gentleman, conveying a British gentleman around to view the different objects of attraction in the city of Boston, bro't him to Bunker Hill. They stood looking at the beautiful shaft, when the Yankee said:

"This is the place where Warren fell."

"Ah!" replied the Englishman, evidently not posted up in local historical matters, "did it hurt him much?"

The native looked at him with the expression of fourteen fourths of July in his countenance: "Hurt him!" he exclaimed; "he was killed, sir!"

"Ah, he was, eh?" said the stranger, still eyeing the monument and computing its heights in his own mind, layer after layer.— "Well, I think he would have been, to fall so far."

THE SNAKE AND THE ICHNEUMON.—Mr. Calder Campbell gives the ensuing account of an adventure of an Indian officer, which fully establishes the power of the ichneumon. From some accidental circumstance, he was alone on foot, and wandering about a desolate part of the country at night; when, overcome by fatigue, he threw himself down, and went fast asleep. He slept soundly, but he awoke full of horror; he felt that his lower limbs were enveloped in a living chain, preventing all movement, and when fully conscious, he perceived that a large serpent had bound him in his coils, up to the knees. He gave himself up for lost, but remained motionless, one hand under his head, whence he dared not remove it, for fear of awaking the snake.

Unexpectedly he heard a purring sound behind him, which created new terror; it was followed by two smart taps upon the ground, which put the snake on the alert, and it crawled towards his breast. When half mad with fright, something leaped upon his shoulder, then on to the reptile. There was a shrill cry from the new assailant, a loud appalling hiss from the serpent. For an instant he could feel them wrestling on his body; in the next they were beside him on the turf; in another a few paces off, struggling, twisting round each other, fighting furiously.

He started up and watched that furious combat; he saw them stand aloof for a moment; the deep, venomous fascination of the snaky glance, powerless against the keen, quick, restless orbs of its opponent. He saw this duel of the eye exchange once more for closer conflict, he saw that the Mongoos was bitten, that it darted away, doubtless in search of that still unknown plant, whose juices are an alleged antidote against snake-bites; that it returned with fresh vigor to the attack. And then, glad sight! he beheld the snake, maimed from head to tail, fall lifeless from its hitherto demi-erect position, with a baffled hiss; while the wonderful victor indulged itself upon the body of its antagonist, danced and bounded about, purring and spitting like an enraged cat.—*Mrs. Lee' Anecdotes of Animals.*

CURIOUS METHOD OF CATCHING TURTLES.—A curious method of catching them is practised on the shores of China and Mozambique, for there the captors are living fishes. Mr. Salt tells us, that the remora, or sucking fishes, are trained for the purpose.—They are taken in tubs to the place where the turtles lie basking on the surface of the water, the tail of each being furnished with a ring, to which is attached a long, fine, but strong cord. The fishermen slip one of these overboard, which, soon perceiving the turtle, fixes itself so firmly upon it that both can be drawn together to the boat, and the fish is easily detached by pushing its head forward from behind.

Experience is the father, and memory the mother of wisdom.

SOLUTION.

MR. EDITOR:—Having seen no solution of a problem to be found in the February No. of the Journal, I send you the following which you are at liberty to give an insertion, for the perusal of your young readers, if you deem it worthy the space it will occupy.

The problem is as follows: A stone weighing forty pounds may be broken into four pieces that will weigh every pound from one to forty, what will be the weight of the pieces?

It is evident that the first or smallest piece will weigh 1 pound. Now, if we take the greatest number in the scale of natural numbers, with which, if 1 is combined, we can express the weight of every pound between 1 pound and the pounds represented by this number, we shall obtain the weight of the second piece, which is 3 pounds. Again, the next greatest number which, combined with 1 and 3, will express the weight of every pound between the sum of 1 lb. and 3 lbs., and the pounds represented by this number, will be the weight of the third piece, which is 9 lbs.

Lastly, the next greatest number, with which, if 1, 3 and 9 are combined, we can express the weight of every pound between the sum of 1 lb., 3 lbs. and 9 lbs., and the pounds expressed by this number, will be the weight of the largest piece, and this is found to be 27 lbs. The weight of the four pieces, then, would be, 1st: 1 lb.; 2d, 3 lbs.; 3d, 9 lbs.; 4th, 27 lbs.

The combinations would be like the following: 1 lb.=1 lb.; 3 lbs.—1 lb.=2 lbs.; 3 lbs.=3 lbs.; 3 lbs. ⋈ 1 lb.=4 lbs.; 9 lbs.—3 lbs.—1 lb.=5 lbs.; 9 lbs.—3 lbs.=6 lbs.; 9 lbs. ⋈ 1 lb.—3 lbs.= 7 lbs.; 9 lbs.—1 lb.=8 lbs.; 9 lbs.=9 lbs.; 9 lbs. ⋈ 1 lb.=10 lbs.; 9 lbs. ⋈ 3 lbs.—1 lb.=11 lbs., &c, L——.

GEOMETRICAL THEOREM.—If the middle points of the adjacent sides of any quadrilateral, however irregular, be connected by straight lines, the figure included by these lines will be a parallelogram and will embrace half the area of the quadrilateral.

The city of Quito is situated two miles above the level of the sea. Now, allowing the equatorial diameter of the earth to be 8,000 miles, how much further is an inhabitant of that city carried by the diurnal revolution of the earth than a person dwelling on the seashore?

Why should the stars be the best astronomers?

A benevolent Jew meeting in succession 20 beggars, gave the first one-third of the contents of his purse, to the second one-third of the remainder, and to each succeeding one a like share; which, in the last instance, was 2s. What amount had he at first?

James and Henry together have 100 marbles. Henry says, "If I count mine by tens, there is a remainder of 7;" and James replies, "If I count mine by eights, I also find a remainder of 7."—How many has each?

A man bought 100 animals for $100; paying $10 for each cow, $1 for a sheep, and $0.50 for each lamb. How many of each did he buy?

A cistern containing 500 gallons of water, has two pipes leading into it, and one discharging pipe. The first empties into it 20 gallons in 1 hour, and the second 30 gals. in 2 hours; the discharging pipe conducts away 100 gals. in 4 hours. Now, if we suppose the cistern to be half full, and that the number of hours the pipes are open, each day, is in proportion to the number of gallons they respectively discharge, how long will they be in emptying, or filling it, as the case may be?

PERUVIAN BATHING.—I took a stroll along the beach, and was much amused at witnessing the singular mode adopted by the ladies for the enjoyment of a water excursion. The bathing-men are Indians, very stout and robust; who, being divested of every species of covering, except a pair of drawers, take to the water, each carrying a lady upon his shoulders. The men strike out to swim, and do so without inconveniencing the ladies, who float horizontally on the surface of the water. In this way they are carried for a mile or more, and appear to enjoy this novel mode of locomotion extremely.—*Bonelli's Travels in Bolivia.*

THE RAPIDITY OF ELECTRICITY.—In the original experiments by Professor Wheatstone to ascertain the rapidity with which electricity is transmitted along copper wire, it was found that an electric spark passed through a space of 280,000 miles in a second. It has been determined that the rapidity of transmission through iron wire is 16,000 miles a second, whilst it does not exceed 2,700 in the same space of time in the telegraph wire between London and Brussels, a great portion of which is submerged in the German Ocean. The retardation of the force in its passage through insulated wire immersed in water is calculated to have an important practical bearing in effecting a telegraphic communication with America, for it is stated by Professor Faraday that in a length of 2,000 miles three or more waves of electric force might be transmitting at the same time, and that if the current be reversed, signals sent through the wire might be recalled before arriving at America.

Editors' Table.

A WORD TO OUR FRIENDS.

We have forborne, from motives of delicacy, to urge, with any thing like importunity, the claims of our Journal upon its subscribers and friends, to increase its circulation. Established to promote the cause of popular education and to advance the interests of the teacher's calling, we have felt that its silent appeal to the friends of that great cause and to the thousands of teachers in the State, was more eloquent than any words of ours. Six months have rolled by and its list of subscribers still falls short of the thousand first thought necessary to its successful establishment. To make the Journal an efficient agency for promoting the educational progress of Michigan, this list ought to be, at once, largely increased. The time has come when the question may properly be put to every friend and subscriber—Does the Journal answer, in any degree, the purpose for which it was established? Are its general tone and matter such as to increase the zeal, activity and usefulness of our teachers, to promote the enlarged efficiency of our schools, to elevate the standard of popular education, and to diffuse amongst the people, at large, correct and practical views of the subject? In short, is the Journal such an agency as the interest of the cause of popular education in Michigan demands; and does its continuance promise any such good to the teachers and schools in this State as will pay the cost of sustaining it? We propose these questions to the friends of education, to the parents and teachers of Michigan, in all sincerity, and cheerfully abide their decision. If it is to be sustained it should, at once, be placed in a position to make its influence felt over the State. Every permanent teacher might well pay $5, and every temporary teacher $1, to place their organ and advocate on such a footing as would make its voice potential in urging their rights and elevating their profession in character and

standing. Are there not a hundred, at least, of our prominent teachers, who can and will give five dollars each, and send the six hundred copies which this money will pay for at our rates, into the hands of those who will not subscribe for themselves? They will be amply remunerated in the enhanced interest an intelligent public feel in their labors and the increased rates of compensation. We put down our own pledge for fifty free copies when the list shall be completed. Brethren, send in your names. Whose names shall we publish in our next number as examples in well doing?

It will not be denied that the educational interest is the fundamental interest of society. It needs only to be urged persistently upon the public attention, to command that high position among the great interests of the State which of right belongs to it. Let the public mind but become fully informed on this point, and there will arise all over the land school houses which will be fit homes for science, and fit nurseries for the young mind of the age, and men of the noblest talent and most splendid attainment will find in the school room ample verge, aye, and ample pay too, for their best efforts.

A high character for the Journal can only be secured by a liberal support. While the subscription list scarcely pays the cost of paper and printing, our readers must be content with the overwork of men who must spend their best efforts in the business by which they are sustained. A large circulation only will enable the Journal to command the undivided efforts of the present editor, or of such competent person as the teachers of the State may appoint to the work, and secure in its issues such uniform excellence as is demanded by its aims.

THE UNIVERSITY OF MICHIGAN.

We are happy to learn that this Institution is in a very prosperous condition. The number of its students has nearly doubled within the present year, and its corps of professors is quite full. The celebrated Dr. Brunnow, of Berlin, who has long been associated with Dr. Encke in astronomical investigations and discoveries, has lately been elected Professor of Astronomy in our University,

and will enter upon his duties in a few weeks. Dr. Brunnow is well known in Germany and the scientific world, as a practical astronomer and author. The "Detroit Observatory," located in Ann Arbor, will be, when finished, one of the best in the world. The building of this Observatory, the voluntary gift as it is of liberal citizens of Detroit, we regard as a very creditable testimonial to the value of science in the estimation of our fellow citizens, and we trust that it will yet reflect greater honor upon the State.

OUR PREMIUMS.—We would call the attention of our readers to the offer of several valuable premiums, made on the last page of the cover. The books offered are all valuable and beautiful works, and worthy a place in every teacher's library. We feel no small satisfaction, in affording to our younger fellow teachers' an opportunity of obtaining, so easily, books of such sterling value. The labor of an occasional leisure hour may easily entitle an active teacher to one of these premiums, besides the satisfaction of giving increased circulation to a valuable paper. Let these who wish these premiums begin early. Names may be forwarded as fast as taken and a list kept.

OPINIONS OF OLD TEACHERS.

MR. EDITOR: Allow me to say that I am well pleased with the "*Journal*," and could I have seen the first No. I should have handed over the dollar, and became a Subscriber before the second No. could have been issued. I am greatly disappointed in the Journal, its articles are of the highest order, and of the greatest interest to every teacher and parent. How much encouragement and instruction is thus brought to the school room of every teacher who takes the "Journal." A perusal of the first No., must convince any teacher of its great value, and induce him or her to do all that can be done to sustain the "Teachers' Magazine."

Yours Fraternally,

A. L. B.

MR. EDITOR: The Journal has been received regularly. It is among the most interesting, if not welcomed as the most so, of either of my three Journals. Truly, yours,

E. R. K.

New York has done another good deed for the educational cause, which we hope to see imitated ere long in our goodly Peninsula. It sends the New York Teacher, at public expense, to every town and city Superintendent. Were every school director in our State supplied with the Journal of Education it would infuse new life into our school system.

DEATH.—The cause of education has lost an old and tried friend in Gen. Isaac E. Crary, of Marshal, who died the 8th of May ult., Gen. Crary was born in New London Co. Conn., in the year 1804. He graduated with distinction at Washington College, and having studied the law came to Michigan in 1830. He filled, with marked ability, several important public posts both in the State and national Governments, and was for many years a member of the Board of Regents. He was ever a zealous, intelligent and influential friend of the education of the people.

Book Notices.

ELEMENTS OF INTELLECTUAL PHILOSOPHY, designed for a text book and for private reading. By HUBBARD WINSLOW. Published by Jenks, Hickling & Swan; Boston.

This is the work of a practical teacher and sound reasoner. Its arrangement seems clear and comprehensive, and its statements of principles succinct, plain and perspicuous. Without aiming at profound or protracted discussions, it embraces all that is certainly known concerning the powers and operations of the human mind, and is well adapted to give to older pupils and to adults who want the time or taste for prolonged metaphysical study, a practical knowledge of the science of mind.

AMERICAN EDUCATION, ITS PRINCIPLES AND ELEMENTS. By EDWARD D. MANSFIELD. Published by A. S. Barnes & Co., N. Y.

This book is appropriately dedicated to the teachers of the United States. It is a work that every American teacher should possess. Full of profound, vigorous and practical thought on the grandest of all themes; written in a terse and eloquent style, it has won the hearty applause of the American press, and already occupies no mean place amongst our educational literature. We earnestly commend it to the friends of education.

OUTLINES OF UNIVERSAL HISTORY, from the Creation of the World to the present time. Translated from the German of Dr. GEORGE WEBER. Jenks, Hickling & Swan: Boston—Royal Octave, 559 pp.

We can conceive of few tasks more difficult in book making, than the preparation of a readable compendium of Universal History. Like a certain old necromancer who was puzzled to know how a gigantic demon could ever have been compressed within a very small hole in the wall, we have doubted whether the collossal spirit of human history could ever be brought within the limits of

a single volume, without pressing all life out of it, and leaving nothing but the dry bones of mere names and dates. Most of our school histories are signal failures, from this very cause. They are mere chronological tables with notes, and as school books, they most effectually quell all the curiosity which the student naturally feels in the records of his race. A good school history should aim to rouse rather than satisfy the spirit of inquiry. The author of the work before us is held to have surmounted the difficulties natural to this subject. He has produced a work at once concise and comprehensive. Instead of showing us a few bricks as specimens of the great temple of time, he has given us glimpses, fragmentary it is true, but clear and distinct, of the interior work and worship. A sound philosophy of history vitalizes its facts, and adds a thoughtful interest to the story. As far as we have had leisure to examine, the work seems well adapted to the purposes of the school room.

FIRST LESSONS IN LANGUAGE; or Elements of English Grammar: By DAVID B. TOWER, A. M. and Benjamin F. Tweed, A. M. Published by Daniel Burgess and Co., N. Y.

This little book aims to make grammar attractive to the young, and in the hands of a skillful teacher cannot but be of much use. Its lessons, which are on the inductive plan, should serve but as models, to be multiplied and illustrated by the living teacher.—Taught in this way the system is a good one. We ask the attention of teachers to this work, all the more cheerfully because we wish to see grammar more generally studied by the pupils of our public schools.

We are indebted to Messrs. Fowler and Wells, N. Y. for three prize essays on the evils of the use of Tobacco, also for several tracts on Temperance from the series of the "Whole World's Temperance Tracts." Those sent us, were written respectively by Horace Greeley, R. J. Trall, M. D., O. S. Fowler and P. T. Barnum. These are well written essays, on different aspects of the Temperance question, and their circulation in Michigan just now might do much good. They are supplied in packages of 100 or 1000 at the mere cost of paper and printing.

Harpers' noble monthly, and almost every other good Magazine published this side of the Atlantic, may be found at Roy's News Depot, on Woodward Avenue.

STUDENTS FIFTH READER. Published by Prau, Woodford and Co., New York.

Our thanks are due to the publishers for a copy of this book sent us by mail. The selections in this book are to us entirely new, and are made with much judgment. They are from popular writers and are characterized by a right moral tone. The rules and directions, which are plain, evince good sense and must prove of practical advantage to the student. We recommend it to the examination of teachers.

MICHIGAN

JOURNAL OF EDUCATION

AND

Teachers' Magazine.

VOL. I. JULY. NO. VII.

MODEL EDUCATION.

NO. I.

I HAVE stood by the sea shore, and gazed with wonder at the living and moving clouds of insects full of tumultuous and joyous life, so beautifully described by Paley, as exhibiting the goodness of God, and the thought has occurred to me, are not their pursuits, their gyrations, their somersets, and other gymnastic exercises, their games and quarrels, and voyages of exploration, quite as momentous in the great universe as the conventions, congresses, parties and various enterprises that occupy the attention, and call forth the most violent efforts of our strongest men. Who has not often felt his feebleness in the great world?

It may be true mathematically, that a pebble once dropped into the ocean begins an ever widening series of vibrations that shall never end. and that an infant's cry once uttered, begins an ever enlarging sphere of quiverings that shall never terminate, and we are the more inclined to believe it, since the expression of this little thought, some fifty years ago, in a Bridgewater Treatise, has already awakened immovable echoes, and bids fair never to end; but when grave writers would attach a moral to it, and make every human action of infinite importance, the whole statement seems to us like some of the exquisitely-wrought metaphysical arguments of the Middle Ages, utterly unanswerable by logic, but utterly destitute of conviction and truth.

Much human labor is undoubtedly thrown away. Two rays of sunlight produce darkness; two sounds nearly alike produce silence, and many of the contradictory opinions of men neutralize each other. Yet, perhaps the world is not as though these discussions had not been made, for out of these infinite questions comes forth truth. Error is finite though often long lived, truth alone and progress are eternal.

The greatest enterprise of the day is education, and no country demands a more thorough sifting of its innumerable problems than our own.

I propose to consider in this series of articles, the true character and demands of American education. This is a subject exceedingly difficult to analyze, because every man is prone to exhibit in such an investigation either his own idiosyncracies or most conscious wants. A mathematician is apt to believe that all men should be thoroughly trained in the exact science of quantity and pure reason; a metaphysician is earnest in his recommendation of psychology and the laws and attributes of mind; a chemist thinks it a shame that any citizen should be ignorant of the elements of matter, and their wondrous combinations; an astronomer would have all the children direct their gaze towards the heavenly bodies, and every house furnished with a telescope; a painter deplores the stolid insensibility towards esthetics, shown by many of our citizens, while the rhetorician earnestly maintains that his art presupposes the general cultivation of the mind, and is too often and sadly neglected in American education. And thus onward, each man of eminent attainment would be found to recommend, as the chief desideratum, a thorough training in the science or art which either nature or circumstance has made his favorite.

Endless would be the varieties of model educations recommended, growing out of the present diversity of development in what may be denominated cultivated men. This is a pleasant fact, showing the intrinsic loveliness of all thought. Men naturally become weary of any one kind of labor; monotonousness makes it a drudgery. Forcibly did the Roman satirist inquire:

> Qui fit, Mæcenas, ut nemo, quam sibi sortem,
> Seu ratio dederit, seu fors objecerit, illa
> Contentus vivat, laudet diverso sequentes.

The farmer envies the merchant, the merchant the farmer; the sailor praises the soldier's life, and the soldier the sailor's. But who ever saw a man learned in any science, practiced in any one territory of thought, weary of its beauties, or willing to acknowledge its inferiority to any other? Was ever an artist found weary of proportion and harmony,

and taste in beauty? Was ever a naturalist found weary of investigating nature; was ever a botanist found that would not feel rapture at the discovery of a new flower, or a geologist that had finished his collection of fossils, or a historian that had lost his interest in facts, or a mathematician no longer delighted in the investigation of quantity, or a metaphysician weary of pushing his investigations into the infinite?

I will not pause now to consider the bearing of this fact upon the immortality of the soul, nor look down through the vista it opens into the joys of eternal life; but simply observe that this fact, the ever fresh and ever increasing interest of every department of study to its votaries, proves the intrinsic beauty of all thought, and makes it exceedingly difficult for any one man or body of men to prescribe out of this infinite, any limited and indispensable education.

The lawyer is surprised that any intelligent man should not have studied Blackstone, and we have elementary treatises on government, and law for schools; the minister is surprised that any man of education should overlook the evidences of Christianity, natural, historical and revealed, and we have elementary treatises on the subject for schools; the physician in like manner presents his elements of Physiology, the agriculturist his elements, the mechanic his elements, the astronomer his elements; the devotee of Latin his elements, Greek, Syrian, Hebrew, Arabic, and all the thousand other languages, their elements, every one of which has special reasons why *it certainly* should be pursued, though all others are neglected; and the consequence is, that if any child of more than ordinary mental power should devote himself to learn all that is now offered in the form of *elementary instruction*, he could not master it in three score years and ten, and at the sorrowful end of that long life would be perfect in nothing, and find to his satisfaction, that much study is a weariness to the flesh, and of the making of books there is no end.

The same discrepancy of opinion upon the nature of the perfect education may arise from a consciousness of different deficiencies or wants. Every man often deplores his own ignorance, especially when brought into contact with his superiors in any particular department, or when brought to feel the present necessity of some information of which he is destitute, which may lead him to attribute to that department an exaggerated estimate of its relative value.

How then can we designate what is absolutely the best education? Perhaps it may be suggested that there is no indispensable amount, no invariable curriculum of studies for all to pursue; that the very idea is

chimerical, and that every child ought to be left to a chance development, and that it is wrong and idle to interfere with that infinite variety of development which fortune and circumstance tend to produce. This is an error. Chance is neither reason nor Providence. And our very name as educators, and the very idea of schools, imply that there should be some system, more or less stringent, prearranged and determined, and brought to bear as far as may be upon the general mind of the rising generation.

In proceeding to inquire into this subject, we should consider what effect it is the great object of all schools to produce; whether there is not a certain degree of common study and development, that every child in a perfect state on the American model would pass through, and just where this common pathway should be allowed to separate into those innumerable pathways which men subsequently may wish to follow out; and whether each of these may not be smoothed and selected according to great ulterior objects, previously conceived and determined upon.

The answers to these inquiries will depend upon what is considered the object of education, whether practical only, or whether knowledge is to be sought for gratification alone, irrespective of its value in contributing to personal profit and general good.

Nearly all knowledge is practically useful, but the greatest devotees of study have not sought its practical advantages, but have been stimulated to investigation by that noble delight, ever attendant upon an enlargement of the sphere of observation, and an increase of thought.

It is a grand fact, lying at the basis of the investigation that we wish to make, that infinite as the variety of possible development may be in the human family, and desirable as that variety may be, all must start from precisely the same condition. We cannot enter into a long investigation of the question, which has been discussed ever since the world began, and upon which we may suppose men never will agree—whether there is an innate and constitutional difference in the character of men's minds, a pretendency in each soul towards a peculiar character, and a great variety of native ability and passion? Even if we grant this—and we are not disposed to deny it—the grand fact remains the same, that in the new born mind there is actually no knowledge, no thought, no attainment. All human beings at their entrance into life must start from precisely the same position, which is a positive blank of thought and emotion. The old expression that the mind of an infant is a sheet of white paper, on which any characters may be written, a *tabula rasa*,

or rather a tablet which has never received an impression, is correct, and though it is itself an engine capable of future original power, and different minds may differ in motive power, yet, all must start from precisely the same position, and to attain the same ends must take the same steps.

Here are before us millions of children, constituting a generation, all at the margin of the great territory of thought, waiting to be ushered in, and the question is, is there a common training the best for them all, and if so, what is the very best model education for this whole generation?

E. O. H.

MOTIVE, A STUDY FOR THE TEACHER.

The teacher should endeavor to be, in a certain measure, to his charge, what Omniscient Deity is to himself—an intelligent, penetrating, overseeing eye. He should endeavor to take in, but slowly perhaps, and only by degrees, yet accurately, at length, the capacities of his pupils, the quantity and quality of their intellect, and the tendencies of their characters, both for good and evil. He should see how far the good is already developed in the mental and moral of each, and should ascertain whether these developments have been brought about by the aid of kindly circumstances, or whether they exist in spite of those which are unfavorable.

By this, I do not intend to say, that it is an easy matter to fathom the soul, nor that it is practicable to do so perfectly, but only this: God writes so clear a hand in the faces of children, and they translate themselves so entirely by their every-day manners and conduct, that it is seldom impossible for a mature intellect to make out the great outlines of what they are, and what He intended them to be.

Humanity, especially the fresh humanity of the child, is a study holy and beautiful, and rich in results; therefore, I pray you teachers, if there be any one thing, your overseeing eye would learn habitually to overlook, let that one thing be the consequence, if you must, but the motive, *never*. It is humane in you to investigate the whole character of the child, to understand its bad qualities as thoroughly as its good ones, and then not only to act upon this knowledge yourself, but upon proper occasions to take your pupil into confidence, and engage the little im-

mortal in the work of perfecting and beautifying, and purifying its own nature.

This, it is frequently much more easy to do than one would at first imagine. He, who really cultivates a spirit of good-will and love in his relations as a teacher, may rest assured, that no little heart, within the sphere of his jurisdiction, will long remain untouched by it, and if in addition to this, he possess the mental and moral power he ought, the consequence will be a combination of love and respect, parent to such a confidence as grows up in the heart of the man and the woman of after years, but seldom a confidence all-powerful for good.

The pupil should early be instructed in the philosophy of habit. He should be taught that no single act of his is without its weight in the seal of morality, and more, he should be made to FEEL that no single act of his *can* be without its effect in shaping his character, and consequently, his destiny. Who would depend, for the ensuring of obedience upon a cumbersome system of rules, when by taking a child into the grasp of one's intellect, and one's heart, one might lead him captive, whithersoever one might list. We, too often, lay a yoke upon his shoulders, and drag him with a heavy chain, and then when he chafes under it, as any lad or lass of tolerable spirit will not be slow to do, we fret and groan over the reprobacy of human nature in general, and our own hard lot in particular, quite ignoring the fact, that by a timely beck of the finger, we might have led him into the very ways we had chosen him to walk in.

Not by any means, that rules are unnecessary—rules well digested and finely sustained, are the skeleton of school government; but then these dry bones are not to be hung up in your study-hall as a skeleton for the purpose of frightening your little companions into their duty. This skeleton should first be strung with the muscle and mien of motive, should be weighed by the throbing heart of *love*, should be "clothed upon" by the symmetrying flesh of tact and gentleness, and thus perfected, energized, inexorable, yet radiant with genuine good-will, should first draw, and then if need be, drive; always, however, with the least possible wear and tear of the emotional part of the child's nature.

To treat a child for wilful disobedience, and to bring your rules to bear upon him accordingly, when his fault is, in fact, occasioned by diffidence, or at most, by idleness, may satisfy your own offended dignity, or bring about the accomplishment of a test in question; but a sense of your injustice will probably shake his confidence in you for all time, and *may* rain in his bosom such a tempest of indignation, as you will never after

be fully able to stay. A word of caution, a word of assurance, a little well-timed praise, a well-timed reproof proves often more efficacious in stirring up the sluggish to effort, and in leading him to a desired course, than any application of the best system of general rules ever devised. To say "you shall," frequently and unnecessarily, is sure, besides either to create, or to foster in yourself that repulsive habit into which teachers, are above others, so liable to fall—the habit of arrogance.

But among those habits to be most carefully avoided by the judicious instructor, is the very common, and the very pernicious one of governing through the instrumentality of bad motives. To whip a fellow being into action with the rod of anger, or pride of vanity, is to exasperate a moral cancer which it is your proper business to eradicate. The little creature who is thus developing the nobler part of his nature, under your influence, or who ought to be doing so, was born perhaps, with an hereditary tendency to one of these vices. Pride may be that vice, a trait which, when controlled by high principle, enables its possessor to bear himself bravely in the "battle of life," but which, under the hand of the thoughtless guardian, becomes a fierce master, who rises up and lords it cruelly, and perhaps forever, over the unfortunate slave. The undue fostering of other traits, whether in themselves bad, or only bad because "out of proportion," is likely to produce equally disastrous consequences.

Suppose a case: I have under my instruction a capable little fellow, who studies not from a love of knowledge, as indeed, few do, but that he may be first. After a while he grows remiss, and in order to stimulate him in his pursuits, I say to him, Charles, I always expect to see you at the head of your classes. Poor fellow! In inciting him by such a motive, "to go up higher," I add my mite to the incubus which is destroying him; I ought, instead of this, to show myself utterly oblivious to his elevation; I ought studiously to avoid all comparison between him and others, and to show him that my estimation of worth has nothing to do with place; I ought to teach him how beautiful a thing it is TO KNOW, and how doubly and divinely beautiful it is to be, instead of to SEEM, and thus I may hope, in time, to open his eyes to his own peculiarities, and to lead him to control them.

Again, I have a little girl in one of my classes, who is not particularly hopeful on any point, and who, being also peculiarly diffident of her own ability, yields easily to despondency. She appears at one recitation out of three, perhaps, fully assured that the recitation of the day is beyond

her power of comprehension; I know, however, that the task is not above her efforts, and, perhaps with a slight superfluity of energy, tell her so. I assist her somewhat; once, twice, half-a-dozen times; half the time, indeed, and then, with patience at an ebb, lower than that of her courage, I pronounce her to be the stupid creature she believes herself. These, ten chances to one that under such a regimen, my declaration will eventuate a prophecy.

If, instead of this, I endeavor never to reprimand her in such a way as to aggravate her constitutional timidity, if I express always, an unwavering faith in her capacity, and prove myself right by calling out her slender stores in such a way as to make her know her power, I shall probably bring about, at length, a happy result, and may rejoice in the assurance that through my instrumentality the soul of one human being, at least, will be the better fitted for the work assigned it by its Creator.

But time is indispensible for this work and tact. Not that base-born cunning which prefers to crawl, rather than to walk upright, but a tact born of sensibility and gentleness, a tact which shrinks through sympathy from laying too heavy a hand upon the unsound, or from probing a wound, except with kindly caution.

We all know too well, I fear, a certain type of humanity, the individuals of which walk about among their neighbors like as many migrating nettle-bushes, and are unapproachable by us except at the risk of reaping a plentiful harvest of smarting wounds. Such people do not intend harm, they are only practical Pantheists, and launch their darts, apparently on the principle that all mankind are gods, and cannot be pained by their little rude thrusts at human sensibilities and human weaknesses. Well, well! life is, at best, to most of us, but a hardening process. But take heed, teachers, how you heedlessly crush out the sweetness from every one of those pleasant buds, that the "Father above" has given into your hand to foster into bloom and harvest.

YOUNG LADIES' SEMINARY,
Monroe, June 1st.

THE TEACHER—WHAT HE SHOULD BE.

A Report, read before the State Teacher's Association, by MISS A.C. ROGERS, *Preceptress in the State Normal School.*

Writers on the fruitful theme of education, have chosen many methods of presenting their views in what they consider the most favorable and striking light,—and those who have especially addressed themselves to

the teacher, have not unfrequently given him fanciful and highly-wrought descriptions of what he should be, after the style of the imaginary republics of Plato and Algernon Sydney; until the poor tyro, as he marks the vast difference between his unfledged powers and these fine spun models of perfection, almost reduced to despair, often exclaims — "Who is equal to all this? and when, when shall I attain corresponding elevation of character!"

Doubtless such representations have their use, and are valuable as setting a mark and showing what may be accomplished, though only in imagination. But it is also to be feared that they tend to impress upon the mind of the young teacher the idea that *because he is a teacher*, he is under some grave and peculiar responsibility to develop and discipline his faculties; that the obligation does not depend entirely upon his humanity, and is not equally binding upon all. Much, too, is said of the *influence of the teacher* in the same vague, general way.

It is true that it is impossible to overrate his influence; but this is no less true of every mortal, if he live as the God who gave him life meant that he should. Wherever there is mind there is obligation to improve it, and influence flowing from it.

It is impossible to ignore the fact, or escape the responsibility. Every one, no matter how limited his circle, or what his social rank, must exert an influence on those around him; and he may, if he choose, make it an influence for good, as lasting as time and as far-reaching as eternity. Nor are instances wanting upon the record of human deeds, where persons of moderate ability and a narrow sphere of action, deeply sensible of this responsibility, and anxious only to discharge it aright, have succeeded in a truly wonderful manner, accomplishing what they little anticipated at first, until at length they beheld with astonishment their names inscribed among the benefactors of their race.

It is the unquestionable duty of every human being — a duty which he owes both to God and man, to develop and cultivate to the utmost extent of his ability, all the powers with which he is gifted; and, fearful indeed will be the audit, if he has not, by diligent labor, at least doubled the talents committed to his care. But this law is general in its application; and since we nowhere find a separate decalogue, or even a solitary new commandment for the benefit of teachers exclusively, may we not conclude that they are not bound in virtue of their office, to be wiser or better than other men? However this may be, Utopian perfection in the teacher has been so often and so ably delineated, that I shall not presumptuously attempt any new pen and ink sketch of beauties with which all are now so familiar.

The artist selects and combines all that is most beautiful in nature to form the picture from which he hopes to win a world-wide fame, while the navigator charts with precision the shores of continents and islands; and, instead of depicting the gorgeous scenery of different lands, marks down with minutest accuracy the coral reefs where great ships are wrecked by multitudes of insect workmen; the sunken rocks and treacherous shoals, over which the waters smoothly glide, but where destruction awaits the unsuspicious mariner. In like manner it will be the

design of this report, not so much to show what the teacher should be, as to point out what experience and observation have taught are the perils and hindrances in the way to this attainment.

Teaching is commonly thought to be a particularly intellectual employment; but careful observers are well aware that this is an opinion most erroneous in itself, and most fruitful in mischief to the young teacher. Diderot, the French philosopher, his biographer tells us, once accepted a tutorship with tolerable appointments, but likewise with incessant duties. At the end of three months he said to his employer, "I have come, Monsieur, to request you to seek a new teacher; I cannot remain with you any longer."

"But, Monsieur Diderot, what is your grievance? Have you too little salary? I will double it. Are you ill-lodged? Choose your own appointment. Is your table ill-served? Order your own dinner. All will be cheap to parting with you."

"Monsieur, look at me! A citron is not so yellow as my face. I am making men of your children, but every day I am becoming a child with them. I feel a hundred times too rich and well off in your house, yet I must leave it. The object of my wishes is not to live better, but to keep from dying."

There is as much truth as point in this anecdote. The teacher is constantly dealing with mind—constantly striving to develop it, but he who for this reason concludes that he is enlarging his own, will be as much mistaken as was the young lady who boasted that she was about to marry a literary man, because her intended spouse was a book-keeper!

There are some who learn more than they teach, but usually these are persons deficient in education, though not in energy or ambition, who are compelled to exert themselves vigorously in order to keep in advance of their pupils; while it is laid down in the books, and is a settled doctrine in all high places that no one should begin to teach until he understands thoroughly what it is his duty to impart; and in our public schools, that there may be neither mistake or deception on this point, the law requires that he shall be examined with regard to his attainments by judges provided for that express purpose; though, unfortunately for the state and the teacher, no provision is made for "inspecting the inspectors," so that the literary attainments and "moral character" of the aspirant for pedagogical honors are sometimes passed upon by persons, whose chief qualifications for their responsible office lies in the fact that they fill it by virtue of the legal votes of their constituents. * * * * *

Once while waiting for the train at a rail-road depôt, my attention was attracted by a wretched horse treading upon a wheel to raise water for the engine. It was one of the hottest of July days, and it really seemed as though the poor unsheltered animal would soon be relieved by a sun-stroke; but no stroke came! On, on he toiled without getting *on* a single step. Sometimes for a weary moment, he hitched his head upon the top of the pen which enclosed him, but in another his Ixion wheel forced him to move again.

And such, thought I, is life to those weary mortals who dwell in school houses and are nothing but teachers!

They are forced by stern necessity to constant toil, and yet, like the pitiful forlorn horse, they live on a mental tread-wheel, and are always moving, yet never making a step in advance. They repeat and re-repeat the same things to class after class, until they lose all interest in them themselves, and go over the various subjects just as "the blind travel through a fine country, merely to get to the end of the journey," while their inert, spiritless method of instruction effects the pupil, though unfortunately he is usually unconscious of it, as the stupid priest's description of heaven, did the dying wit, who begged him to desist, "because what he was saying put him out of conceit of the country." It is a truth which the teacher should never forget, that the tendency of his profession is to belittle and dwarf his own mind; and this is more especially the case in the primary school where he is constantly brought in contact with younger, if not otherwise inferior minds.

It is intellectually forcing a single Brobdingnagian to live forever among Liliputians; whereas in every other pursuit it is "Greek meets Greek," and whether in friendship or in strife, there is mutial gain in the encounter. This is probably the one great reason why so many educated persons cannot endure to teach. The wearisome monotony of the schoolroom is intolerable to them, nor can it be otherwise, except to those who wear into its drudgery and content themselves with its endless routine, without ever, like the discontented pendulum in the fable, counting the intolerable succession they are fated to meet, or those who seeking intellectual nurture and expansion from other sources, still preserve fresh and vigorous their sympathy with the efforts of their pupils—who delight to watch their mental growth, and who are, as some one elegantly observes, able in imparting knowledge to enjoy a second taste almost as sweet as the first relish.

The tendency of teaching is to deteriorate the character as well as to contract the mind; and it is difficult to say, especially in the primary school, in which direction the peril is greatest.

However, the causes and the remedies for these to be much deplored results are nearly allied. The government of a school is to a very great extent an almost absolute sovereignty, and from the very nature of things, irresponsible power is injurious in its tendencies every where. Witness the history of tyrants in political government. Henry the 8th., was a frank, jovial, kindhearted youth when first subjected to the trying test of almost unlimited authority, and the veriest novice in history knows the deplorable results. In our own time, Nicholas of Russia is an illustration of the same truth, and though the end is not yet, enough is known to render no prophetic sagacity necessary to foretell the result. In the teacher the principle is illustrated on a smaller scale, but from the very necessities of the case, unless he is careful to correct the tendency by every possible means, his rule will degenerate into a despotism. When this is the case, the lives and limbs of the victims of the school-house autocrat are usually safe, but the petty positive tyrant often inflicts all the torture, mental and physical, that he dare; is detestable in his own small domains; and impatient of contradiction, and unreasonably absurd in his claims and expectations; he is disagreeable and ridiculous everywhere

else. This undue sense of self-importance, and these false ideas of personal dignity subject their unfortunate possessor to many painful and quite needless trails—painful to himself, but the fruitful source of mirth to observers. He often suffers from fanicied slights, and is always looking out sharply lest some one fails to render him honor due. His tenderness upon this point reminds one of the New England dame of olden times who regularly every Monday morning lectured her single, sable handmaid on her duties for the coming week, in the various departments, so well understood by New England house-keepers, of washing, baking, dusting and scrubbing, always concluding her exortations with—"and, Dinah, you must be sure to treat *me* with proper respect!" In the language of a cotemporary, "such a schoolmaster has so long pampered his vanity, that he has come to believe himself set apart for a special mission upon earth. Having succeeded in thoroughly impressing upon school children the vastness of his powers and capacities, he fancies that the world is filled with just such material; and that as universal pedagogue he is to admonish, instruct, and command." Who cannot to his sorrow, think of more than one instance, "to point the moral" of these influences of teaching upon the mind and character? The truth is, very many persons take a step up in the social grade when they commence teaching, and yet it is no uncommon thing to hear these very individuals make bitter complaints of what they conceive to be the public estimate put upon their services. There are numbers, who, according to their own showing, are exhausting their energies, shortening their lives, in fact making martyrs of themselves for the general good, while poor self-sacrificing mortals, they are rewarded with scanty pay, and still scantier consideration. All this is the veriest humbug. Men generally busy themselves about what they think will best remunerate them for their labor, and teachers are no exception to the general rule. If they are not all as prosperous as they would be, it is because they know no way of doing better, and there are but few of these croakers whose philantrophy would resist the temptation of higher wages in any other business. Besides, those who devote themselves to the good of their race do not *talk* about it. They find too much to *do*, to spend breath in fruitless words. They do not placard their good works, to challenge the universe for gratitude. They know full well that unthankfullness is a common-enough vice, and think with Carlyle, that "whoever expects gratitude deserves ingratitude."

Did any one ever hear Howard, Wilberforce, Oberlin or any other true philanthrophist who labored unreservedly for the amelioration and advancement of humanity, and devoted himself to unselfish labors of love, complain of the ingratitude of mankind? Or, does any one doubt that all such benefactors of their race have reaped an abundant and rich reward? In the midst of the horrors of the French revolution, when the ashes of the great were scattered to the winds of heaven, the mob wept over and spared the dust of Fenelon, who was, perhaps, the only man of his age, who lived for others, forgetful of himself. This much abused world is sure in the end to render justice to the honest and sincere, but, like the poor Irishman, justice is what these clamorers for extraordinary consideration have most to fear.

They are *levelers* indeed, but they would never level *up*. Theirs is the spirit that would pull down all that is above in society, and push down all that is beneath. In their school rooms they are "monarchs of all they survey." There no one ever dreams of disputing their supremacy, but out of them they stand upon their own merits and social worth. Lawyers, judges, and governors do not bow down before them and do them reverence—the multitude treat them with no special respect, and they lacking breadth of vision to distinguish their true position and the cause of this difference in such different latitudes, complain that the world does not appreciate them. But nothing is more certain than that men do not fail ultimately to estimate characters aright, and these unappreciated individuals may rest assured that they will eventually find their true level in the public estimation.

Men instinctively despise and seek to abuse those who by unworthy arts attain positions that they do not merit, and they look upon intruders in high places, as did the eagle who once, it is said or sung, on returning to his air built home from a long excursion, found therein a worm. Looking with wonder and contempt upon the vile reptile before lifting it in his bill to cast it out upon the earth, he enquired: "How came you up here?" "I crawled up," answered the worm. So among men, low and base natures sometimes "crawl up" to eminence, but they leave everywhere behind them evidences of their own true character, and are regarded with universal and unmitigated scorn and detestation. Nor is the world, though so bitterly accused of ingratitude, often really guilty of the crime towards those who have wisdom enough to choose the proper time for doing it a service. Those teachers, who most feel that their profession is underrated, best know that its members only can elevate it, while those who spend their strength in complaining, would do well to understand that complaints have no reformatory tendency, that they aggravate rather than remove the evils against which they are directed. If the teacher proves himself superior in his own proper employment, he can quietly but successfully assert his rights and claim his place, if as will verily occur, they are elsewhere questioned. But in his efforts to elevate his class and himself, he will do wisely to profess less than he has ability to perform, for if he publishes a programme more extensive than he can execute, he may succeed in the first act, yet fail signally and ignominiously in the second and third.

He must also watch carefully over his own weakness, especially the common and contemptible one christened snobocracy, by a popular writer, which in its numerous varying forms, it is not always easy to avoid. An undue desire to make the acquaintance and secure the favor of the most wealthy and influential, and which in its lowest manifestations descends to the meanness of truckling to their whims, caprices and unreasonableness, making sly distinctions in favor of their children, which the sharp eyes and quick wit of juvenile observers soon detect and heartily despise.

He must learn that it is possible to compel the respect and esteem of the most unwilling, by living so as to prove that it is merited. Such a demonstration of worth cannot be questioned, and all men whether good

or evil themselves, will receive it without hesitation; but such a demonstration requires time. Hence every true mortal, teacher or not, is content to bide his time, fearless of the result.

THE DUTY OF THE PARENT TO THE TEACHER.

The success of the teacher and the improvement of the scholar depend, to a great extent, upon the influence which is exerted by the parent. Parents do not generally understand the immense power they possess for doing good or evil in the school. It is an impression, too prevalent, that the success of the school depends upon the labor and industry of the teacher alone, unaided from any other source. It often happens, it is true, that unassisted by approbation and kind counsel, the untiring energy and perseverance of the teacher improve and elevate the character of the school; but far more frequently are schools destroyed and the character of the teacher ruined, by the want of encouragement and assistance.

The parent should accompany the child when it enters the school, and should confide it personally to the care of the teacher; and should inform him, honestly and candidly, of its peculiarities, and habits of mind and body. If one is slightly deaf, another a little near sighted, and a third afflicted with disease, they should not be left for accident to develop these deficiencies. If one is dishonest, another is idle, and a third untrue, and a knowledge of these unfortunate failings be communicated privately to the teacher, much might be done by prudence and care, and the removal of temptation, to cure the evil and to reclaim the offender. Such a course is mortifying to parental pride, but it would be infinitely worse that such habits should be confirmed by concealment. To conceal such faults is not only an injury to the child, but to the teacher and the school. Inform him, also, of your wishes in regard to government and instruction without dictation or dogmatism. Remember it is the *interest* of the teacher to serve you, when it can be done without compromising his own dignity or rights. The least you can do is to have confidence in his good intentions. Submit your child to his care implicitly and unreservedly; this will win his confidence and secure his best services.

Be not suspicious of evil. Teachers are no more perfect than other men; they are as liable to err in judgment as parents themselves, and the same charity that is extended to others should be granted to them. Parents sometimes complain of the difficulty of controlling their family at home; how much greater, then the trial of managing a dozen families together at school, and that too when parental love and filial obedience cannot be brought to assist in government. Again, it sometimes happens that children need but little parental restraint at home, but it must not be supposed that they can always be governed thus easily by a stranger at school. Nor are parents always the best judges of the true character of the child. Parental partiality may prevent a proper perception of their peculiarities, while the disinterested instructor will ob-

serve much to regret and reform. The obliquities of character by careful concealment may long escape parental vigilance, and yet when free from such restraints, may be exhibited in all their deformity.

Character is commonly all the capital of the teacher. Be tender of his reputation, a breath may blast it, and the injury thus inflicted may never be repaired. The rights which pertain to every other profession, should certainly be granted his. The evidence of children is not always very reliable, where interest, prejudice or passion prompt to the perversion of the truth. Childish sympathies may be stirred, childish fancy may be fevered, or selfishness stimulated to say what, in other circumstances, they would not dare to utter. It should be a rare case indeed, that a child's veracity should be preferred to the teacher's.

It is a duty to visit the school frequently; to see for themselves the order and improvement made. Such visits act as a stimulus to teacher and scholars. Give no previous notice of your visit, but drop in unheralded upon the school; you will thus see it in its every-day dress. It is not enough to say that you are satisfied; you have no right to be satisfied with what you do not know. It is thought by some to be enough when they go to the "Exhibition" at the close of the term. This is a poor way to determine the merits of the teacher, or the improvement of the school. Frequently, these shows are the veriest deceptions, arranged to catch the crowd. New plans are often introduced in the school; if they meet opposition, it would be well, before forming an opinion of their merits, to see the teacher and have him give an explanation.

If complaints are made by your child, remember you have heard but one side of the story, and are not prepared to decide the case until an interview is held with the teacher. If your child has been punished severely, and stripes are in evidence, remember that these may be signs of *its* obdurate pertinacity, rather than of the teacher's disposition to harshness. Stripes soon heal; but the fierceness of a fiery temper is a corroding canker. If, however, cruelty has been exercised by immoderate punishment, or with an improper instrument, never sympathise with the child or suffer it for a moment to believe that it is a martyr, and that you will right its wrongs, but go quietly to the master and learn the cause of the difficulty. Treat him as your friend, who has erred in judgment, unless he forgets the character of a gentleman, and says or does that which indicates a want of moral perception and right. Then the child should be removed, but in no other case. Furnish your child with books and whatever is necessary, at the time they are wanted, and do not embarrass the teacher and retard the school by your delay. Do not expect too much from your teacher; if his efforts are seconded properly he can do much, but there are some things he cannot do. It is impossible that he can create talents where the Great Creator never intended they should exist, or give a correct knowledge of any science in three months. Progress and improvement do not always convey the same idea. A satirical poet sings

> "See Progress fly o'er Education's course,
> Not far-famed Derby owns a faster horse!
> On rare Improvement's 'short and easy' road
> How swift her flight to Learning's blest abode!

In other times—'twas many years ago,—
The scholar's course was toilsome, rough and slow,
The fair Humanities were sought in tears,
And came, the trophy of laborious years,
Now Learning's shrine each idle youth may seek,
And spending there a shilling and a week,
(At lightest cost of study, cash, and lungs,)
Come back, like *Rumor*, with 'a hundred tongues!'"

It does not always happen that the pupil who is advanced rapidly through the pages of a book understands its contents; but it is not an unfrequent occurrence that such advancement is made without any real improvement or sound knowledge. In such case the pupil has not time, generally, to gain anything but a smattering of terms and technicalities, which are equally misunderstood and misapplied. — *Pennsylvania School Journal.*

TEACH THE GREATEST NUMBER.—The extent to which a teacher may multiply his power, by acting on numbers at a time, is very great. In order to estimate it, we must consider carefully what it is, when carried to the greatest extent to which it is capable of being carried, under the most favorable circumstances. Now it is possible for a teacher to speak so as to be easily heard by three hundred persons, and three hundred pupils can be easily so seated as to see his illustrations or diagrams. Now suppose that three hundred pupils, all ignorant of the method of reducing fractions to a common denominator, and yet all old enough to learn, are collected in one room. Suppose they are all attentive and desirous of learning, it is very plain that the process may be explained to all at once, so that half an hour spent in that exercise would enable a very large proportion of them to understand the subject. So, if a teacher is explaining to a class in Grammar the difference between a noun and a verb, the explanation would do as well for several hundred as for the dozen who constitute the class, if arrangements could only be made to have the hundreds hear it. Now, so far as we fall short of this full benefit, so far there is, of course, waste; and it is not difficult or impossible to make such arrangements as will avoid the waste, in this manner, of a large portion of every effort which the teacher makes.

Always bear in mind, then, when you are devoting your time to two or three individuals in a class, that you are losing a very large proportion of your labor. Your instructions are conducive to good effect only to the one-tenth or one-twentieth of the extent to which, under more favorable circumstances, they might be made available. And though you cannot always avoid this loss, you ought always to be aware of it, and so to shape your measures as to diminish it as much as possible.—*Abbott's Teacher.*

ALL education is, from the nature of mind, practical, and the more profound, the more practical. The study that imparts strength, is as useful as that which gives skill, to the intellect.

ON THE PRONUNCIATION OF GREEK.

MR. EDITOR:—As you have signified to me that an occasional paper on some topic connected with the work of the classical teacher would be acceptable, I take occasion to forward a few suggestions on the subject proposed in the caption. May I also be allowed to express the hope that classical instructors throughout the State will let their voice be heard so as at least to claim a place in the great brotherhood of teachers, and that your Magazine may be made the vehicle for a free interchange of opinions.

"How do you pronounce Greek?" is a question often asked, and seldom answered in the same manner by two different persons. Scarcely two teachers in this country pronounce Greek alike. We have the English system, the so-called continental system — which by the way is almost a misnomer — the modern Greek pronunciation, and lastly, and more commonly, a mixture of all of these systems together, which may be called the *conglomerate* system, whose fundamental and only rule is to pronounce "the way it sounds best." We have not the assurance in the midst of such general confusion, to advise the adoption of any one of the above-mentioned systems. We only propose to answer two common objections to the modern Greek and continental methods, in so far as they relate to the use of the written accents. It is not generally known in this country, even by those who profess to adopt the continental pronunciation, that the Germans and modern Greeks always observe the written accents, and ridicule as the height of absurdity the English practice of applying the *Latin* rule for the place of the accent to *Greek* words, when the Greeks themselves have written one for our guidance, their own system.

To the use of the Greek accents in pronunciation, two principal objections have been urged by English scholars, and they are the only objections which have any semblance of consistency.

The first is, that the observance of the written accents renders it impossible to observe the quantity, and that the quantity is practically of far more importance than the accents.

Why the quantity is practically of any more importance than the accents, we do not know; but allowing this to be so, let us examine the main objection, that, *the observance of the written accents renders it impossible to observe the quantity.* This objection presupposes that the Latin rule; namely, *to place the accent on the penult when the penult*

is long, and on the ante-penult when the penult is short, does actually preserve the true quantity of syllables. Let us then see how far their rule accomplishes this result, even in Latin words. Let us in the first place take any word of two syllables; *dare*, the pres. infin. of *do*, for example, and see how the quantity is observed. The accent is of course on the penult, as in all words of two syllables. According to the usual practice of English and American scholars, a single consonant after the vowel of an *accented penult* is joined with the ultimate; hence, the word would be divided thus, *da-re*. Now, who by his pronunciation shows the quantity of the *a*? Does it not rather, as it is commonly pronounced, sound *long*? But everybody knows it to be in this word *short*. Examples of this kind in dissyllables, might be indefinitely multiplied. How is it then, with polysyllables? Let us take *amavi* and *amavimus* for example. When correctly pronounced, we show the penult of the former to be long, and that of the latter to be short. Thus much respecting the quantity, is indicated by the accent, and no more. In both words, we indicate the quantity of the penult, without in any way indicating the quantity of any other syllable. We have then this result: in monosyllables, the quantity is in no way indicated by the ordinary English pronunciation; in dissyllables, the quantity of neither is indicated; and in polysyllables, the quantity of the penult alone is indicated. We say *indicated;* for even in this case the proper quantity is by no means necessarily *preserved*. This quantity, therefore, about which there is so much parade, is a very small, and even uncertain quantity. Of course, the Latin rule cannot be expected to do more in any other language than it does in Latin. Our printer will not thank us, if we multiply examples from Greek, but we would ask any stickler for quantity if he does not pronounce the common Greek word signifying *beautiful*, in the same manner, whether he meet with it in Homer or in the Attic writers; but in the former, it has a long, and in the latter, a short penult.

Let us now ask if the quantity of syllables, even of that much cared for syllable the penult, is necessarily disregarded in making use of the Greek accents. Is it not possible, and even common in singing, to accent a comparatively short note, and to give the requisite quantity to a long one, without placing upon it any particular stress of voice? Is not the same thing possible in speaking also? We conceive no insuperable obstacle in pronouncing the pres. indic. act, and the pres. subjunct. act, in the 1st and 2nd pers. plural of any regular baratone verb, so as to make the penult of the former appear short, and that of the latter appear long.

although the ante-penult receive the accent in both moods. A comparison of the two English words *amplify* and *amnesty*, will serve to illustrate our idea.

We see, therefore, that it is absurd to claim in general that the Latin rule discriminates the quantity of syllables; and, at the same time, it is untrue that a proper observance of the Greek accents necessarily violates the quantity. This oft-repeated objection, therefore, to the use of the Greek accents, falls to the ground without even a shadow to support it. The remaining objection we propose to reserve for the next number of the Journal. J. K. B.

MEMORY.—The arts of memory have at all times excited the attention of the studious; they open a world of undivulged mysteries; every one seems to form some discovery of his own, but which rather excites his astonishment than enlarges his comprehension. When the late William Hutton, a man of an original cast of mind, as an experiment in memory, opened a book which he had divided into 365 columns, according to the days of the year, he resolved to try to recollect an anecdote, as insignificant and remote as he was able, rejecting all under ten years of age; and to his surprise, he filled those spaces for small reminiscences, within ten columns; but till this experiment had been made, he never conceived the extent of this faculty. When we reflect, that whatever we know, and whatever we feel, are the very smallest portions of all the knowledge and all the feelings we have been acquiring through life, how desirable would be that art, which should open again the scenes which have vanished, revive the emotions which other impressions have effaced, and enrich our thoughts, with thoughts not less precious; the man of genius who shall possess this art, will not satisfy himself with the knowledge of a few mornings and its transient emotions, writing on the moveable sand of present sensations, present feelings, which alter with the first breezes of public opinion. Memory is the foundation of genius; for this faculty, with men of genius, is associated with imagination and passion, it is a chronology not merely of events, but of emotions; hence they remember nothing that is not interesting to their feelings, while the ordinary mind, accurate on all events alike, is not impassioned on any. The incidents of the novelist, are often founded on the common ones of life; and the personages so admirably alive in his fictions, he only discovered among the crowd. The arts of memory will preserve all we wish; they form a saving bank of genius, to which it may have recourse, as a wealth which it can accumulate unperceivably amidst the ordinary expenditure. Locke taught us the first rudiments of this art, when he showed us how he stored his thoughts and his facts, by an artificial arrangement; and Addison, before he commenced his Spectators, had amassed three folios of materials; but the higher step will be the volume which shall give an account of a man to himself, where a single observation, a chronicled emotion, a hope or a project, on which the soul may still hang, like a clew.

of past knowledge in his hand, will restore to him all his lost studies; his evanescent existence again enters into his life, and he will contemplate on himself as an entire man: to preserve the past, is half of immortality.—*Curiosities of Literature.*

MAKE YOUR PUPILS LOVE YOU.—"After exploring the ground, the first thing to be done, as a preparation for reforming individual character in school, is to secure the personal attachment of the individuals to be reformed. This must not be attempted by professions and affected smiles, and still less by that sort of obsequiousness common in such cases, which produces no effect but to make the bad boy suppose that his teacher is afraid of him; which, by-the-way, is, in fact, in such cases, usually true.

"A most effectual way to secure the good will of a scholar is to ask him to assist you. The Creator has so formed the human heart, that doing good must be a source of pleasure, and he who tastes this pleasure once will almost always wish to taste it again. To do good to any individual, creates or increases the desire to do it."

"Another means of securing the personal attachment of boys is to notice them; to take an interest in their pursuits, and the qualities and powers which they value in one another. It is astonishing what an influence is exerted by such little circumstances as stopping at a play-ground a moment, to notice with interest, though perhaps without saying a word, speed of running or exactness of aim; the force with which a ball is struck, or the dexterity with which it is caught or thrown."

ORDER IN SCHOOL.—There are two almost opposite courses which may be pursued for the maintenance of the daily order of school. One is, to have perfect order and absolute silence, except at stated periods, when whispering or leaving seats is allowed; the other is, to allow a certain liberty, to fix limits beyond which it is not permitted to pass, but within which whispering and other intercourse are, to a certain extent, allowed, and to rely upon the power of self-restraint in the pupils to keep them within those limits. The former is easy, and an economy of time; the latter is difficult, and costs time, but is more pleasant to pupils and to teacher. In the former case, the teacher must be always on the watch, and nothing must be suffered to escape his eye, and no offence its penalty. This seems best for a large school, where numbers are to be dealt with on general principles. The other may be pursued in a small or select school, and where a high moral tone has been made to prevail. It renders school a better preparation for the trials of life, but it supposes a considerable advancement already to have been made.—*School and Schoolmaster.*

ENERGY AND VICTORY. — The longer I live, the more am I certain that the great difference between men, between the feeble and the powerful, the great and the insignificant, is energy—invincible determination. A purpose once fixed, and then death—death or victory. That quality will do anything that can be done in this world; and no talents, no circumstances, no opportunities, will make a two-legged creature a man without it.—*Buxton.*

Youths' Department.

A SUPPLICATION TO THE PEOPLE OF THE UNITED STATES.

About sixty thousand slaves, owned by the people of the U. States, make the following *supplication* to the masters, not for *emancipation*, but for the *amelioration* of the condition of certain individuals of their race:

Most Sovereign, Rightful, and Excellent Masters,—We are the *English Language*—your lawful and perpetual bond-servants, whose names and origin, characters and duties, are so faithfully exhibited in Noah Webster's great dictionary. By far the largest part of us have received nothing but the kindest usage from our owners, from time immemorial. Some thousands of us, indeed, were it possible, might die of having nothing to do but sleep, shut up in the dormitory of the dictionary, or in the composition of some most learned or most silly book, which the mass of the people never open. But of this we do not complain.

Nor do we account it much of an evil, that certain Yankees make us weary, with the monstrously long drawl with which they articulate us into use. Nor do we cry out against the painful clipping, cutting-up, and shattering-to-pieces given us by the African race; for we serve them as faithfully as we do their white fellow-mortals,—holding that, as it regards all the relations of human beings to us, all men "are born free and equal."

But now we humbly pray that you will hear what we do complain of. We complain that certain of our brethren are exceedingly abused, and made wretched by some thousands, and perhaps millions of our owners. Their piteous groans have shocked our ears,—their unretrieved sufferings have pained our sympathizing hearts for many years. We can endure it no longer;—we *must* speak. Your ancient servants come, then, supplicating you to take measures for the relief of the suffering of the individuals of our number, whose names and particular subjects of complaint shall now be enumerated,—proceeding in alphabetical order.

Arithmetic,—that accurate calculator, indispensable to this mighty and money-making nation, grievously complains that he is obliged to work for thousands without the use of A-head, and deprived of one of his two *t's*. Here is a picture of his mutilated form—Retmetic!

Attacked,—an important character, that figures so gloriously in mili-

tary dispatches, and is so necessary in medical reports,—is forced, by many, to the use of *t*, more than his constitution will admit. He cannot perform his necessary business, you know, without the use of *t*, twice during every job,—but to have it forced into him three times, causes a change in his constitution and appearance which he cannot comfortably bear. See how *Attacked* is altered by more T than he wants — ATTACK TED

There is another poor fellow who has a similar affliction — ACROSS. He is forced to the use of T, when his constitution can not bear it all. See what a spectacle a little T makes of him — ACROST.

That most excellent friend and profitable servant of the Working man's party,—EARN, complains that those whom he serves the best, deprive him of what little *e's* his laborious condition demands. See what *Earn* is brought to by such hard treatment — AIRN.

That necessary attendant on every messenger,—ERRAND, is in the same state of suffering from the same cause. *Errand* is made ARRANT, which is "notorious, infamous, and ill." (and of course "not to be endured,") as you will perceive by looking into the dictionary.

ANDIRON—avers that he is willing to bear any burden that will not break his back, and stand any fire that will not melt him down, or burn the house up,—but he cannot stand it with any comfort or patience to be breathed upon by that sneaking whisper H,—in this manner,—HANDIRON.

AFTER—is willing to linger behind every body else in his business, but it is a miserable fate to be deprived of so large a portion of his small energy in this way,—ARTER.

"Go arter the cows, Tom," says Ma'am Milkmooly. "I move that we adjourn to *arternoon*," says Squire Goodman, in the Legislature.

Hear, also, how that entirely different character, and bold goer-ahead growls as he passes on,—BEFORE. "I will go forward and do my duty as long as any part of me is left sound, but my well-being is dreadfully affected by a great many people whom I serve, as you cannot but perceive:"—AFORE.

BELLOWS,—that excellent household servant,—says he has often had his nose stopped up with ashes, and has wheezed with the asthma for months, but all these afflictions are nothing to usage like this—BELLUSES.

BACHELOR—is exceedingly sensitive about what is said of him in the presence of the ladies. He is shockingly mortified at being called BACHELDER. To be sure he is a bach-*elder* than he ought to be, regarding the comfort of maidens and the good of his country; but he is an odd fellow and wants his own way. He is almost tempted to destroy himself by taking that deadly poison to his nature, a *wife*, in order to be relieved from his mortification.

BOIL—is at the hot duty of keeping the pot going, and sometimes it is hard work; however he complains not of this; but poor *Boil* has had the jaundice, and all other liver complaints, for years, and is blubbering like a baby, all in consequence of this, viz: about nine-tenths of the cooks in America, and two-thirds of the eaters, call him BILE.

CELLAR—is the lowest character in the house, and takes more wine and cider than any other,—and is the *biggest sauce-box* in the world. Yet, with all the propriety of the parlor, and a sobriety as if not a drop of intoxicating liquor was in him, and with a civility remarkable in one usually so *sauce-y*,—he now implores you to remember that he is a *Cellar*, and not a SULLER.

CHIMNEY.—Here is a character who ten thousand times would have taken fire at an affront, were it not for the danger of burning up the houses and goods of his abusers,—faithful servant and tender-hearted creature that he is! He is content to do the hottest, hardest, and dirtiest work in the world. You may put as much green wood upon his back as you please, and make him breathe nothing but smoke, and swallow nothing but soot, and stand over steam till pots and kettles boil no more; all these are ease, pleasantness and peace, to abuse like this—CHIMBLY.

DICTIONARY—rages with all the rough epithets in gentlemanly or vulgar use; and then he melts into the most tender and heart-moving words of entreaty, and in fact, tries all the various powers of the English language, (for wonderful scholar! he has it all at his tongue's end.) Still further might lexicographic champions, such as Dr. Webster, Sheridan, Perry, Jones, Fulton, and Knight, and Jameson, besides numerous other inferior defenders,—even hosts of spelling book makers, have all exerted their utmost in vain, to save him from the ignominy of being—DICKSONARY. *Dictionary* is one of the proudest characters in our mighty nation, in respect to his birth and ancestry; but used as he is, nobody would dream what his father's name is. Be it known, then, that *Dictionary* is the son of DICTION, who is the lineal descendant of the most renowned, and most eloquent Roman orator, DICO.

END—is uttering the most dolorous groans. There are certain individuals who are always killing him without putting him to an *End*. See what a torture he is put too—EEND—EEND.

FURTHER—that friend of the progress and improvements of this a-head going age, stops by the way to ask relief. He is ready to further all the innumerable plans for the benefit of man, except when he is *brought back* in this way—FURDER. Then he is so completely nullified, that he can further the march of mind and matter no more.

GENERAL,—that renowned and glorifying character, whose fame has resounded through the world, is dishonored and gloryless by many a brave man as well as chicken-heart. He has now entrenched himself in this position, viz., that he will no longer magnify many little militia-folks into mightiness, unless they cease to call him—GINERAL. It is not only a degradation, but it is an offense to his associations. *Gin*-er-al;—*Wine*-er-al, and much more, *Water*-al, would be more glory-giving in these untreating times of temperance.

GAVE,—that generous benefactor, that magnanimous philanthropist, is almost provoked. He declares that he has a good mind, for once, to demand back his donations from the temper-trying miscallers. I gave a thousand dollars this very day towards the completion of Bunker Hill Monument. But don't say of me—he GIN. I never *gin* a cent in my life.

GET,—that enterprising and active character, who generally, in this country, helps GIVE and GAVE to the whole wherewithal of their beneficence, and gains for old KEEP, all his hoarded treasures, and a staunch friend of all the temperate and industrious of the Working men's party, —*Get* stops to complain that some of them he serves the best, call him GIT. And he is very reluctant to get along about his business, till some measures are taken to prevent the abuse. *Get* is now waiting, ye worthies of all professions; what say you? Will you still, with a merciless *i*, make you *Git?*

GUM—is always on the *jaw*, that he is so often called GOOMB, in spite of his teeth.

KETTLE,—that faithful kitchen servant, is boiling with rage. He is willing to be hung in trammels, and be obliged to get his living by hook and by crook, and be hauled over the coals every day, and take even pot-luck for his fare—and, indeed, to be called black by the pot; all this he does not care a snap for, but to be called *Kittle*—KITTLE: "Were it not for the stiffness of my limbs, I would soon take leg *bail*," says the fiery hot KETTLE.

LITTLE,—allows that he is a very inferior character, but avers that he is not *least* in the great nation of words. He can not be *more*, and he will not be *less*. Prompted by a considerable self-respect, he informs us that he is degraded to an unwarrantable diminutiveness by being called LEETLE. "A *leetle* too much," says one. "A *leetle* too far," says another. "A mighty *leetle* thing," cries a third. Please to call respectable adjectives by their right names, is the polite request of your humble servant—LITTLE.

LIE,—that word of so quiet a disposition by nature, is roused to complain that his repose is exceedingly disturbed in the following manner. Almost the whole American nation, learned as well as unlearned, have the inveterate habit of saying—LAY, when they mean, and might say—LIE. "LAY down, and LAY a-bed, and let it LAY," is truly a national sin against the laws of grammar. LIE modestly inquires, whether even the *college*-learned gentlemen would not be benefitted by a few day's attendance in a good common school. Lie is rather inclined to indolence, and has a very strong propensity to sleep; but he would not be kept in perpetual dormancy for the lack of use. Please to employ me on all proper occasions, gentlemen and ladies; here I LIE.—*The Schoolmate.*

[To be concluded next month.]

THE PHŒNIX.—The Phœnix, in the belief of the ancients, was an eagle of gold with crimson plumage, that came from the woods of Arabia only once in five or six hundred years. The story was that it lived five or six hundred years in the wilderness, and then built itself a funeral pile of sweet woods and gums, and fired it by the wafting of its wing. From its ashes arose a worm which grew to be a Phœnix. The Pagans believed, and also some early Christians, that a man foredoomed, like this ancient bird, always prepares the way for his own destruction.

The following beautiful lines originally appeared in the *Etonian*, a periodical started about twenty years ago by the boys of Eton College.

I often think each tottering form
That limps along in life's decline,
Once bore a heart as young, as warm,
As full of idle thoughts as mine!
And each has had its dream of joy,
His own unequall d pure romance;
Commencing when the blushing boy
First thrills at lovely woman's glance.

And each could tell his tale of youth;
Would think its scenes of love evince
More passions, more unearthly truth,
Than any tale before or since.
Yes! they could tell of tender lays
At midnight penned in classic shades,
Of days more bright than modern days—
And maids more fair than modern maids.

Of beaming eyes and tresses gay,
Elastic form and noble brow,
And forms that have all passed away,
And left them what we see them now!
And is it thus, is human love
So very light and frail a thing?
And must youth's brightest visions move
Forever on Time's restless wing?

Must all the eyes that still are bright,
And all the lips that talk of bliss,
And all the forms so fai to sight,
Hereafter only come to this?
Then what are ea th's best visions worth,
If we at length must lose them thus?
If all we value most on earth,
Ere long must fade away from us.

One of the Hints.—A school-boy, lately, who thought his pocket-money came rather seldom, thus addressed his father: "Please, papa, tell me if the words E pluribus unum are still on our quarter dollars?" "Of course they are, you stupid boy," said papa; "but why do you ask that?" "Because," replied young Hopeful, "it is now such a long time since I had one, that I almost forgot."

Eastern Method of Measuring Time.—In some parts of the East, people measure time by the length of their shadow. Consequently, if you ask a man what time of day it is, he will stand erect in the sun and measure his shadow. Thus the workmen long earnestly "for the shadow" to quit their work. We find written in the seventh chapter of Job, "As a servant earnestly desireth his shadow."

A Bird Charmed by a Squirrel.—A correspondent of the New York Spirit of the Times, writing from Broad Mountain, Pa., relates the following singular occurrence: While running a survey line, some eight miles from here, my attention was attracted by the vociferous barking of a red squirrel; and, on looking for him, I saw the individual himself on a hemlock tree, about twenty feet above the ground, jumping about, barking, and flirting his tail. On the same limb, about six feet from him, sat a swamp or spotted thrush, looking decidedly scared and bewildered, for whom, it appears, all these particular attentions were designed. Well, matters stood thus for some minutes, the squirrel getting nearer, and the bird appearing more and more confused; when bunny, having barked himself hoarse, thought it was time to make a grab, which he did accordingly, and nailed his bird in fine style. The struggle of the latter, however, threw them both off the limb to the ground, where the squirrel had him foul, and killed him in a short time. He then hauled the body to a log, and, after due examination, was beginning deliberately to pull out the feathers in mouthfuls, when one of the chain-men knocked the carnivorous animal over with a stone. He was not killed, however, but only stunned, and has since recovered; and we have him caged, and hung up in the office as a curiosity. He is very savage, and it was but yesterday that he came off first best in a fight with a young rat-terrier, belonging to one of the party. I now wish that we had let him alone, to have seen whether he would have eaten the bird, though I have no doubt that such was his intention.

A Transformation.—The peach, originally, was a poisonous almond. Its fleshy parts were then used to poison arrows, and was for this purpose introduced into Persia. The transplantation and cultivation, however, not only removed its poisonous qualities, but produced the delicious fruit we now enjoy.

SINGULAR PROPERTIES OF THE NUMBER NINE.

However many nines are added together, or by whatever number a combination of nines be multiplied, the figures of the result may be added, and the sum thus obtained will always equal one or more nines. Thus. 2 times 9 are 18; the 1 and 8 make 9. 5 times 9 are 45; the 4 and 5 are 9. 8 times 9 are 72; the 7 and 2 are 9. We might, at first suppose, should the multiplier be sufficiently increased, there would be a probability of obtaining a result for which the above property would not hold true; but when we reach 12, we have 12 times 9 are 108; the 1, 0 and 8 make 9, as before. 17 times 9 are 153; and here again, the same faithful number appears, for the sum of 1, 5 and 3 are nine.

We may take a combination of nines, and, if the number thus formed be multiplied by any number whatever, the sum of the figures of the product, will always equal one or more nines. For instance:

9999	999999	999999999
14	22	47
39996	1999998	6999999993
9999	1999998	3999999996
139986	21999978	46999999953

Here we see that this remarkable property holds true. The sum of the figures of the first product is four 9's or 36; the sum in the second product is six 9's or 54, and in the third nine 9's, or 81. If we add together two lines of figures, formed of the nine digits, but in reversed order, the same wonderful number appears again, but in the form of nine 1's.

987654321
123456789
1111111110

If the above numbers are subtracted one from the other, the result will comprise all the nine digits, and the even and odd numbers will be very curiously arranged. In this case, the sum of the figures, that is, the nine digits, will be five 9's or 45, the same faithful number again.

987654321
123456789
864197532

Should a product be required such, that all the figures forming it shall be alike, we have only to multiply the nine digits, exclusive of the 8, arranged in their natural order by a number of nines, and the desired result will be obtained. If we wish the figures of the product to be 1's, we multiply by 9; if we wish them all 2's, we must multiply by twice nine or 18, and so on.

12345679	12345679
9	18
111111111	98765432
	12345679
	222222222
12345679	12345679
63	81
37037037	12345679
74074074	98765432
777777777	999999999

And here again, the sum of the figures in each product is a number of nines. Should we multiply by a number greater than 81, this number being a multiple of nine, the products would be of a peculiar character, but in all cases equal to a number of nines.

12345679	12345679	12345679
99	117	153
111111111	86419753	37037037
111111111	12345679	61728395
	12345679	12345679
1222222221	1444444443	1888888887

The peculiarities of the above products we leave for the young reader himself to study out; and we can assure him, that should he investigate still further the properties of this remarkable number, his researches would lead him to some very striking and interesting results. J.

If the top-masts of two ships, having elevations of 90 and 100 feet above the level of the sea, are seen from each other at the distance of 25,7 miles, what is the diameter of the earth? N.

A friend furnishes us the following which we commend to our students of Algebra and Geometry:

Find the value of X and Y. in the equations x plus y^2=7

x^2 plus y=11

One half of the side of the inscribed equilateral triangle is the side of the inscribed heptagon. Required the demonstration.

"Patrick, you fool, what makes you steal after that rabbit, when your gun has no lock on?" "Hush! hush! my darlin', the rabbit don't know that!"

An Irishman took the cars at Boston for Worcester. On jumping from the cars, he remarked, that "if he had known he could have made the journey in so short a time, he would have walked a-foot!"

Editor's Table.

A change is made this month in the order of the names of the Editors, published upon the title page. This alteration is made not to indicate any new change in the relationship of the members of, but to represent more exactly their true relationship. It having been found necessary, to

the success and permanency of the periodical to rest its editorial conduct and pecuniary responsibility in the hands of the resident Editor, the gentlemen connected with him early relinquished all editorial or other control over it, leaving, however, by his request, their names still upon the cover. It is now deemed due to them and to the public, to announce that they are not henceforth to be held to any pecuniary or other accountability, in the management of the Journal. In making this announcement, we are permitted to say that they retain a warm interest in the prosperity of the Journal.

ONE HUNDRED TEACHERS WANTED.

A friend suggests to us to repeat the proposition contained in our last number.

We propose, that if a hundred teachers will send us $5 each, to furnish each one six copies of the Journal, for which they may either get subscribers or circulate them gratuitously. To the 600 copies thus added to our list, we will add fifty more, to be sent to poor families and others gratis, where in our judgment, it will most condnce to the interest of the cause.

We are induced to this proposition by a desire of obtaining such a circulation for the Journal as will insure its publication another year. Brethren, shall it live or die? Several names have already been received in response, and we hope in our next issue to publish a large number. We will hold the proposition open till the first of September. We will not, till full proof at least shall come, believe that there are not 100 teachers in this State who feel such an interest in the cause in which they labor, as to lend their aid in this matter. Since each one will receive six dollars worth of journals for his five dollars, no sacrifice is asked except the little time necessary to get six subscriptions, which in many places can be accomplished within an hour.

AN ADDITIONAL PREMIUM.

It will be seen by the last page of the cover, that we offer this month another premium. PAGE'S THEORY AND PRACTICE OF TEACHING, is a book that should be in the hands of every teacher. It is one of the best works on education ever published, and we hope to distribute many copies among the teachers of this State. This premium is offered distinctly from the others; and of course those who wish to compete for the others, will not expect to receive this.

We are happy to say that our friends are entering upon the work for these premiums.

NORTHERN INDIANA AND SOUTHERN MICHIGAN TEACHERS' INSTITUTE. A friend has placed in our hand a circular announcing the third semi-

annual meeting of this Institute, to occur at Adrian, the third and fourth of August next. The opening lecture will be delivered on the evening of the 2d of August.

We are glad to see our Southern brethren so early in the field, and (D. V.) we will be with them. The Southern Rail Road gives free return passages to delegates, and doubtless the Central Road will do the same on proper application; and we trust many from this and other sections of the State, will go down to join hands with our Southern friends in this good work, which demands the united energies of all the teachers of the State.

It is in contemplation to hold the semi-annual meeting of the Michigan State Teachers' Association, the latter part of August. The time and place will be announced as soon as the Executive Committee have completed their arrangements.

SCHOOL EXAMINATIONS.

The annual examination of the Kalamazoo Literary Institute and Theological Seminary, closed June 28th. It was marked with evidences of thoroughness and ability that give good promise of yet higher success in this flourishing Institution. The Faculty of Instruction, has recently been augmented by the appointment of Prof. Putnam, of the Fairfax Institute, Vt., to the chair of Latin Language and Literature.

The annual examinations at the State Normal School, will begin Monday, July 17, and be terminated by a public exhibition, on Friday, 9½ A. M.

The Albion Female College holds its examinations July 10th, 11th, and 12th, to close with exhibition.

The Commencement exercises of the Monroe Young Ladies' Seminary, will take place Wednesday, July 26th, the examinations beginning Thursday, the 20th. Our thanks are due to Prof. Boyd, the Principal, for his courteous invitation to be present, as also for a copy of the catalogue, and other favors.

PERSONAL.—Mr. J. A. Corbin, of Mass., has taken charge of the Union School at Pontiac. We are happy to welcome Mr. Corbin amongst the teachers of the State. That he is a teacher of the true stamp, we judge from his having seized the earliest opportunity to place his name on the subscription list of the *Journal of Education*.

Prof. J. F. CARY, teacher of Languages in the Detroit Commercial College, has accepted an invitation to the principalship of the Auburn Academy, N. Y. He will succeed Prof. Hopkins, who has been appointed to a professorship in Genesee College, N. Y. It is with a strong feeling of personal regret that we announce the loss of Prof. Cary from the educational corps of this State. As boy and man, as school-mate in the preparatory school, class-mate in college, and fellow teacher, we have known him many years. In wishing him all the success he deserves, we

know that our wish comprehends unbounded prosperity and peace. We congratulate our brethren in the Empire State, on the accession to their ranks of a true hearted, earnest, and most able teacher.

Mr. H M. NEWCOMB, formerly principal of the Clinton Institute, Mt. Clemens, is principal of the new union school, just opened at Milford.

Dr. Jewett, the well known temperance lecturer, is about to join the Teachers' ranks. He is to teach Physiology and Agricultural Chemistry, in the Institution at Batavia, Ill.

Miss Rogers' Report will be concluded in our next.

Book Notices.

To all who have read that admirable book, "The Eclipse of Faith," it will be interesting to learn that a certain Prof. Francis W. Newman, chose to consider himself and his opinions the objects of attack in that work, and therefore, framed a most violent reply to the fancied assault. This "Reply" has called forth a rejoinder from the author of the "Eclipse, &c.," which lies before us under the title of "A DEFENCE OF THE ECLIPSE OF FAITH," by its author. The book contains both the "Reply" and the "Rejoinder," and forms, we judge, an interesting addition to the controversial literature that has grown up around the claims of Christianity. In replying to Prof. Newman's strictures, the author of the "Defence" has taken occasion to review Prof. N.'s attack on the moral character of Jesus, and we commend this attack and reply to any one who wishes a full statement of the grounds on which the absolute moral purity of Christ is believed in. The Book is for sale by Elwood & Co., Jefferson avenue, Detroit.

ELEMENTARY AND ELOCUTIONARY CHART By C. W. Sanders and Prof. E. W. Merrill.

We are indebted to Mr. G. H. Botsford for one of these Charts which we have hung up in our School Room to the evident admiration of our pupils. But it is something more than mere ornament: it is a piece of educational machinery with which every School House in the State should be provided. It exhibits the elementary sounds of the language, and all of the difficult combinations, and furnishes precisely that elocutionary instruction, the want of which, causes so many poor readers.

PARKER'S NATURAL PHILOSOPHY. Revised Edition. Published by A. S. Barnes & Co. N. Y.

An enlargement and decided improvement upon the old editions. The questions have been omitted in this edition, and thus a large amount of

new matter has been introduced, without increasing the size of the book The chapter on the electric telegraph is particularly interesting, and we notice with pleasure also, the introduction of many new and beautiful illustrative cuts.

THE GOVERNMENTAL INSTRUCTOR. By J. B. SHURTLEFF. Published by Robert B. Collins, New York.

Exhibits a brief summary of the history, construction and principles of our Federal Government. The subject is one of very considerable importance, and the little book before us contains the least certainly that should be known by every voter in the land; and yet it doubtless embraces more than is possessed by one in a hundred.

Harper's for July, has come to hand. Contents—The Holy Week at Rome, Napoleon Bonaparte, Studies for a picture of Venice, The Happy Failure, Wolf Nurses in India, The Newcome, Dr. Pablo, What is a Congreve Rocket? The Last Moments of Beethoven, Woman's Wrongs, Storm and Rest, The Green Ring and the Gold Ring, Picture of a Greek Girl, The Durand Property, The Cankered Rose of Tivoli, A Night among the Clouds, Monthly Record of current events, &c. For sale by Roys, Woodward Avenue.

THE YOUTH'S CASKET. Published by E. F. Beadle, Buffalo. J. O. Brayman, Editor.

This is one of the pleasantest magazines for little folks, that come to our notice. The matter is both instructive and interesting, and its illustrations are numerous and beautiful. Terms,—one copy, 50 cts.; seven copies, $3; 15 copies, $6.

THE LITTLE WOLVERINE.

We ought to have noticed earlier this little sheet recently established by our neighbor, Mrs. E. M. Sheldon, the popular Editress of the Western Literary Cabinet. We hail this paper with much pleasure, and feel an assurance that in the hands of the lady who conducts it, it will prove as useful as pleasant to the little people for whom it is designed. We advise our young friends to send for a copy for themselves. It is only 30 cents a year; published monthly.

The Literary Cabinet holds on its way with its monthly burden of pleasant reading, original and selected. The chapters on the early history of Michigan, retain an unflagging interest. Edited by Mrs. E. M. Sheldon. $1 per annum.

MICHIGAN

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AND

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MODEL EDUCATION.

NO. II.

The necessity of a uniform model education having been shown, we are prepared to consider it in detail.

Its first element should be an accurate and thorough study of our native language. In the Report of the Committee on Language at the last meeting of the Teachers' Association in Detroit, we presented our views in full upon this point, and deem it unnecessary to repeat them. Language is the grand vehicle of thought, and inaccuracy of expression and clearness of thought are incompatible. We believe that the *principal* object of every teacher should be to inculcate the necessity of this study and to furnish instruction upon this subject. A mastery of the English language implies and secures a good education. Nor do we sanction the notion that the study of Grammar is necessarily an abstruse and uninteresting task to children. Even the thorough memoriter and mechanical study of the science so prevalent a few years ago, and which has been so unsparingly ridiculed, was, to good scholars, of priceless value, and the subject is capable of illustration and simplification and ornament which shall make it a pleasure to the juvenile mind. For a fuller view of its comparative necessity the reader is referred to the Report before mentioned.

Let it be remembered that the great object of schools is not so much to impart information as to teach how to obtain it and use it. A man may acquire more information in one year than a child can learn in school in ten; but a man who has had a proper school training can acquire

more information in a year or two than others who have not had the training will be apt to do in their whole life.

Children and youth are to be educated, that is, properly shaped and put on the right track and furnished with the elements of thought in schools. There is a vast difference between education and obtaining knowledge, a difference which is too often overlooked. Information is a constant stock-in-trade requiring constant addition and renewal or it is wasted—education is the previously obtained power to obtain and invest and employ that changing stock.

The next step in a perfect education we should decide to be Arithmetic, not merely because a certain degree of acquaintance with it is absolutely necessary to success in business—which would be to make education subordinate to business—but because it is the initiatory step into the great science of quantity, the sublime realm of mathematics. Mathematics is pure thought. Its realm embraces the universe, its principles permeate nature and form the frame upon which it is built, and according to which it is shaped. Total ignorance of this science is scarcely seprable from idiocy, and his mind is alone symmetrical and perfect whose progress in mathematical knowledge keeps equal pace with all other mental advancement. As a perfect painter of the human form divine must understand anatomy, so a perfect observer and student of God's works must understand God's great science, mathematics.

Arithmetic opens the door into this sublime temple. When the child obtains the abstract idea of numbers and quantities, and begins to trace out their relations, he is beginning to trace out trains of thought which will qualify him to become a thorough student of all the works and all the laws of nature.

To accomplish this end, what is technically termed mental arithmetic, is far more valuable than what may be termed mechanical arithmetic. Indeed, arithmetic is of no value in the development of mind or increase of thought, except so far as it is mental. The slate and pencil should be used as an aid to the memory in accomplishing ends, the reason and object of which should first be perceived. Much of what is vulgarly called ciphering might be performed by a calculating machine, turned by a crank and moved by a dog, as well as by a slate and pencil in the hands of a child; and the dog would have nearly, if not quite as much thought as the child has.

Some good treatise on Mental Arithmetic should be mastered before recourse is had to machinery for aid; and even in studying the higher

arithmetics, the true science of every problem should be orally and completely explained to the teacher before slate and pencil are touched.

By such a training the mathematical talent is developed, and though the youth has not yet looked into the mysteries of Algebra, Geometry and Trigonometry, from his previous mental training it is a mere question of time and opportunity with him; he is sure to be able to master them with ease, just as he who has learned to walk with grace and safety on level ground can certainly afterwards walk through valleys and over mountains, and if need be, run.

We would have no children in a common school excused from a thorough study of his native language, and a thorough mastery of the principles of Arithmetic.

We must here guard against a very common suggestion, that we recommend these studies in this order, because they are *practical*. In the low and ordinary sense of the word practical, we despise it. We heartily detest what is commonly called a practical education. It is dishonorable to human nature, and an insult to the people. The theory of it is that men are designed to labor, do business, reckon money and acquire it, and die, and whatever will ennoble them to accomplish this end is desirable, and all beyond it is useless. The man who has no higher object in life, does not deserve to live, and can obtain all the education he needs, and all he will use in a very few months.

Not one twentieth part of what is contained in a common treatise on Arithmetic is ever *practically* used in this sense. This low practical use of knowledge is good, indeed, so far as it goes, and should be provided for in schools — but the true object of education is to develop the man, to unfold the intellect and the heart, to train and expand into glorious perfection the true manhood of every soul. And we recommend primarily, Language and Arithmetic, because they lie at the basis of thought — the one as its great instrument and greatest product, and greatest excitant; and the other, as opening the door into the grand arcana of mathematics.

The selection of Physiology as the next study to be pursued in common schools may surprise some, but we are persuaded that the reasonableness of it may be made to appear upon thorough investigation.

To accomplish anything we must live. Physiology is the science of life. It cannot be expected that a nation can be prosperous, or individuals can be happy, who are constantly violating the laws of life.

We must confess that here we seem to depart slightly from the position that the great end to be sought in education is not immediate practi-

cal benefit, but a healthy symmetrical development of the mind; still, the great principles of immediate practical good must not be wholly overlooked. Language and Arithmetic alone form a sufficiently wide basis for a perfect education, and if nothing else were learned in early childhood, still, children would be well educated, and better than on the average they are educated.

Physiology has not so high claims to the next position in order, as a developer of mind, as perhaps some other studies; but since its immediate benefits to man so greatly preponderate over all others, and since it applies to every human being, it has the largest claim to such a place in a universal education.

It would be superfluous to descant upon the value of bodily health. If the casket is frail and imperfect, the gem is darkened and in constant danger. The body is the casket of the mind.

Our school houses should be constructed according to physiological principles, well-ventilated and commodious; constant attention should be paid to the health of the pupils in their postures and in the arrangement of the exercises, so that frequent references could be made by the teacher to surrounding facts to impress upon the minds of the pupils the great general laws of health. This, with the study of a good text-book, embracing all the fundamental and established laws of health, with suitable illustrations, without entering upon controverted points and interfering with conflicting sentiments, would prepare the scholars for a life of health and happiness, and reflect an incalculable benefit upon the whole nation.

We are inclined to give Geography the next place in a methodical and universal education.

The necessity of understanding the form and size of the world in which we live, its great natural divisions, climates, and nations, is so great, references to them are so frequent, and they exert such an influence upon all of our knowledge as to render an enforcement of the value of this study superfluous. Without a knowledge of Geography, history is an inexplicable riddle, and a just idea even of our own individual responsibility, of the relative value of our own nation, of commerce, or of any science or art, impossible. E. O. H.

A sweet little girl in New Haven, only three years old, was promised one evening that she should accompany her parents to Boston the next morning. She was much elevated at the prospect of the journey, and when she had finished her little prayer, as she laid down to sleep, she said with the most exquisite simplicity: "Good-bye God—Good-bye Jesus Christ—I am going to *Boston* in the mornmg!"

Legislation and the Teacher's Profession.

At the meeting of the State Teacher's Association, held in Detroit, in April last, a Special Committee was appointed after considerable discussion, "to consider what legislation is necessary to advance the interests of the association, and report at the next session." The members of this committee are all gentlemen of experience as teachers, who will doubtless give the subject its due consideration, and recommend such action as under all the circumstances may be wise and proper. It may not, however, be out of place to offer a few suggestions for the consideration of the committee, and of all who may take an interest in the subject.

The question as discussed before the association was, whether legislation could be useful in elevating the office of the teacher, and in extending its influence and usefulness in the State. That the teacher's calling has ever ranked, practically, with the other learned professions, few will be ready to contend. I do not now speak of professors and teachers in colleges and academies, but of those who teach the common schools scattered over the country. Who ever thinks of calling the teacher in the school house in the woods, where four roads meet, a professional man! Children, indeed, and even adults, may gather around him and gaze and wonder—

"How one small head could carry all he knew,"

but none look upon him as a member of a learned profession, as they do upon the attorney, the physician, and the clergyman.

That the teacher's is an honorable profession, all will be ready to admit. But the ideas of the public on this point are exceedingly indefinite and confused. The bare name of a clergyman, or of a respectable attorney, or physician, carries with it something definite in the public estimation. It at once calls up the associated ideas not only of professional and general learning, but of higher respectability and social standing, and of influence and controlling power among men. Those who fitly belong to those professions, and especially those who adorn them, see and feel at almost every step and turn they take in the world, a tribute of respect and deference paid through them to the professions to which they belong. I ask is this the case with the honorable profession of the teacher? I still speak of teachers in the common schools. And may not associated and vigorous action tend to correct this state of things — tend to educate the public mind on this subject! And may not such action be still more efficient when clothed with the powers and vested with the sanctions of legislative enactment!

On the subject of increasing the number of teachers in this profession, of educating young men and women expressly for it, and of inviting and attracting them into it, by conferring upon it its appropriate rank and honors, and increased and adequate compensations, all these will naturally follow from elevating it to its appropriate position among the other pursuits and professions of life.

But can legislative intervention be of any use in elevating the teacher's profession? It has been said that the teacher's standing must depend on himself alone. That if the teacher brings himself up, in point of qualifications to a high standard, the work is done, and that this is all that is necessary. Now we know right well that most of the teacher's qualifications must be acquired by himself. We know that a dolt is not to be made a qualified teacher *eo instanti*, by a diploma or an "omnipotent act of parliament." We know that attainments to be acquired only by a long course of study, and no inconsiderable knowledge of human nature, must be combined with some qualities which nature alone can give, in order to make a good teacher. Still, may not the legislature do something to make the *teacher's profession* what all admit it is, or ought to be in theory, but which all know it is not practically? To give those engaged in teaching a rank, a standing and an estimation in the public mind as a distinct body of persons which they do not now possess.

Notwithstanding the teacher's qualifications and social position must depend in a great measure on his own exertions, yet there can be no doubt that proper, associated action and coöperation on the part of all the teachers of the State, would tend greatly to improve the teacher's calling in public estimation, and in fact. The formation of the State Teachers' Association, is evidence that this is the opinion of the teachers themselves. The teachers of the State, by forming this association, have virtually said, that individual exertions are inadequate to make their profession what it ought to be, or if adequate, that the same object may be obtained by associated action and energy, much quicker and easier.

If, then, this object may be better attained by associated action, why not give such action additional weight and force, and influence, by giving to it the forms and the sanctions of law — of legislative enactment! Why not give this association a name and an honorable place in the statute book — in the annual reports of the Superintendent of Public Instruction, and in the legislative journals, and public documents of the State, by means of the reports of its doings which it may be required by its charter to make to the legislature directly, or through some State officer?

Shall we be told that these would be vain and useless? We think otherwise. We think that while a legal existence would be thus given to the teachers as a body in the State, the association would thus obtain notoriety, the attention of the public and of the public authorities, would be directed to it, and to its objects and advantages more than at present, and that in many other respects, great benefits would accrue.

In these days, whoever thinks of undertaking any great enterprise without association and legislation? Rail-roads, plank-roads, canals, banking associations, academies, and literary and benevolent societies, must have their charters — their acts of incorporation — before anything can be done. And this, simply, because such are the best means of carrying on extensive operations, and accomplishing great results. And why does not this rule of practical experience apply with full force to this great enterprise of bringing up the teacher's calling to its appropriate position as a profession, and of thereby conferring untold benefits upon the cause of education.

It has been said that all such efforts must fail — wholly fail to produce any beneficial results. Of course they will fail, if those who belong to the teacher's profession, who occupy high and influential places in it, and who are deeply interested in its prosperity and advancement, constantly predict failure and discourage their brethren in the same profession. But if such men take hold of the subject with a zeal and an energy of which they are known to be capable, there can and will be no such thing as failure.

It has been objected, though with what pertinence to the subject is not perceived, that "titles" can never qualify a teacher. This everybody knows. But when one has become a qualified teacher, where is the harm in authorizing him to use a prefix to his name, to show that he belongs to a distinctive and an honorable body of men! Who ever supposed that the "Rev." prefixed to the name of a clergyman, qualified him for his office, or was useless to him? The same may be said of the "Hon." prefixed to the names of legislative, executive and judicial officers. In looking over the minutes of the Teacher's Association, I see that almost all the gentlemen who took part in the proceedings are rewarded with some title, and among them that of "Prof.," occurs oftener than any other. So that it seems teachers themselves confer this title of course, as a matter of taste and courtesy, and by way of honorable distinction. And what objection is there to it? None whatever. It is not a patent of nobility. It does not raise one above his fellow citizens. It does not

make the teacher. It simply conveys the idea that a long course of study, labor and good conduct, has conferred the right to wear a title of no consequence, intrinsically, but indicating in an honorable way the profession and character of him who wears it.

Finally, let it not be forgotten that we have in our midst an active and uncompromising enemy of all public school teachers, as such, and of popular education generally, and who shall accurately estimate the beneficial influence which a body of from six to nine hundred intelligent men and women, engaged in the same profession, honored by that profession, and many of them ornaments to it, associated and organized under the form of a charter, and by authority of law, ready to act promptly and in concert on all proper occasions, in bearing down all hostile action and influences, and in building up on a solid foundation the system of public instruction in our State? The teachers of the State should present themselves before the public not only as an associated, but as a legally organized body, and that for the reasons before given, together with others that might be advanced. A charter for "The State Teacher's Association of Michigan," should be asked of, and granted by the next legislature. What should be the declared objects of the association, or what the details of the charter, or what other legislation, if any, should be applied for, we must leave to those who have the subject in charge. L. B.

THE TEACHER—WHAT HE SHOULD BE.

A Report, read before the State Teacher's Association, by Miss A.C. Rogers. *Preceptress in the State Normal School.*

(Concluded from page 222.)

This fact that time is required and must be given to establish worth of character and test the reality of professed attainments, suggests a few thoughts in reference to the unfavorable influences upon both teachers and people, flowing from the present system, or rather *want of system*, in the management of our *country schools*.

It is self evident that their condition must be materially and radically changed, before any one will think seriously of making teaching in them a life business. Yet this class of temporary teachers, very important from their numbers and the extensive field they occupy, labor under peculiar and heavy disabilities; and many are employed in these schools long enough to contract the worst peculiarities of the profession. It is true, that not a few of the teachers in our higher schools, and professors

in our colleges, who are self-educated in the best meaning of the term—educated by their own exertions—and who generally have the sense to be proud of what is one of their highest honors, served their novitiate in these until within a few years the only Normal Schools the land afforded. Usually, however, they are looked upon as convenient, temporary expedients for attaining means to accomplish certain definite objects. The young man wishes to finish his own school education, or help himself through the studies of a profession; the young lady, to adorn herself more elaborately at the hands of the miliner and mantua-maker,—or with honorable and increasing exceptions, she too is striving to acquire a more extended education than would otherwise be within her reach. These schools are open from three to five months, and occasionally the same teacher is re-employed the second season. They have hardly time to show whether they are worth having or not, when the short session of the summer or winter school is at an end, and governed by blind old custom, both parties think there must be a change.

The children have amused themselves with experiments upon the teacher as children will 'till the millenium, when probably they will be perfect in other eyes beside those of partial parents, though it is not certain that their curiosity will die out even then, for the poets tell us, "it came from Heaven." By the time they have finished the course and "found out" one, he is ready to go, and another comes to pass through the same ordeal so improving to both parties. The teacher can at best accomplish but little in the given time; nor is he at all certain that that little will be permanent, and he is therefore too often content to pass over it in the easiest and most agreeable manner.

It is scarcely in human nature altogether to resist, season after season, the tendency to carelessness and inefficiency produced by this state of things, and continue as active and energetic as at first.

Hence, many persons assert that young teachers generally succeed the best,—and they account for this singular fact by declaring that while the experienced have made their reputations, and no longer feel the necessity of exertion, the young and inexperienced have yet to earn the privilege of doing little or nothing.

Strange that it should never occur to them that the system to which they are themselves subjecting teachers, offers a sort of premium to idleness and incapacity! There can be but little prospect of elevating these schools materially and permanently, until this most serious, though to superficial observers, least prominent impediment is removed; but this once accomplished, other evils would slowly though surely disappear. It is often remarked that the union schools are seriously injuring those of the country by drawing away so many of their pupils. This is because they employ teachers of sufficient learning and ability to sustain themselves for a series of years. Scholars will go where they are certain of obtaining superior instruction, and it must be remedied, if it is remedied at all, by securing permanent good teachers in the country schools. People will not send their children away at increased expense when they are sure that they will be equally well taught at home. Those only will seek academic advantages who really need their aid, and both schools and teach-

ers will be benefited by the change. But good teachers employed by the year, must be better paid, *and the much talked of rise in wages which every one admits ought to be immediate, is not likely to prevail generally until the teacher remains longer in a place.* Every one knows, though every one does not put the two facts together and draw the legitimate conclusion, that the highest wages are invariably paid where the schools are longest kept; while those districts where the sessions are short and the teachers often changed, are the most difficult to please, and the most niggardly and penurious in their expenditures. But it is to teachers rather than people, that we must look to bring about these essential reforms. They must resolve to sustain themselves in one place for at least a year, by teaching such schools that their employers will not think it their interest to change, and they may do this quite as much for their own sakes as for the sake of the schools. No self-sacrifice is recommended, for though a fine thing in its place, it is not needed here. If one teaches for money, let him do it in such a manner as to secure some discipline and development to himself. He can hardly give himself a fair trial and save many dollars in a district school in less than a year. Some teachers might fail before their time expired, but if they lacked the requisite qualifications, whether of learning or character, to sustain themselves for a single year, surely they ought to be thankful that they have discovered their deficiency early in life, when it can be most easily remedied. Sheridan, when obliged to sit down on his first attempt to speak in parliament, said to a friend that he had eloquence in him, and he would prove it yet. D'Israeli, in the same place, assured those who refused to listen to him, that the time would come when they would be glad to do so; and we all know how remarkably these predictions were verified. Mary Lyon, too, was for a long time so disheartened at her want of success that she came near abandoning altogether the profession in which she was afterwards so eminent. No failure is final while opportunity for exertion remains, as the very next effort may be crowned with success. The Jesuits, I have somewhere read, require their novices after every act, to examine how well it was performed, and ascertain if possible what were the causes of their failure or their success. If the unlucky and unfortunate people who are so abundant and so unhappy, were to adopt this simple jesuitical rule, which owes its origin to the profoundest knowledge of the human mind, and after every failure or mistake, detecting the reason, form a plan for the future, misfortunes and accidents would soon nearly cease in every department of life, and we should hear much less useless, but irrepressible wailing over calamities which are now thought to be inevitable. If we fail, we should cast the blame not upon other people, or upon circumstances, but where it belongs, *on ourselves.* Since there is nothing proper to be done that judgment, tact, and judicious and timely appeals to common sense will not effect, so that want of success in any such undertaking, is proof that we have not gone about it in the right way, and we should sit down with the Jesuits and find out when and how we made the mistake.

To know our own powers; what we can perform, and therefore what we may attempt, is true wisdom. Nothing, says sir Joshua Reynolds, is de-

nied to well directed labor; while that success which is due to chance, will almost surely be crossed by the same blind remorseless power. In the confused and conflicting struggle of life, stern, unyielding principle, rigid adherance to right, and a wise employment of the means placed by Providence in our hands or within our reach, cannot fail to secure for us the esteem and respect of the wise and good, and the rich blessing of an approving conscience, which is surely success enough, even though worldly prosperity be denied—yet this is scarcely ever the case. That the teachers of country schools have many disagreeable obstacles to encounter and much to discourage them in their efforts for improvement, cannot be denied. The most important and serious of these have been already discussed; but, beside the brief period of their labors, there are two other difficulties which must exert an unfavorable influence upon their character, and often subject them to great discomfort, annoyance, and vexation. These are the ordinary condition of the school houses, and that anomalous way of getting through life technically known as "boarding round." It is certain that these are secondary and dependant evils, whether they are recognized as such or not, and will slowly disappear in the wake of the great mischief, until they will be remembered only as relics of a semi-civilized state of society.

In the mean time, until they slowly wear away, they must be endured. To grumble or to whine, are alike contemptible and useless. Rather bear what is to be borne bravely, and bring all possible good out of it. The great public heart is usually right, though the head often sadly needs enlightenment; nor is it easy to combat with prejudice, and force bad customs back to good ones. It requires much effort, time, patience, judgment and skill, to infuse into the multitude common sense, in points where they are not used to thinking aright; and until that can be accomplished, it is the part of wisdom to make the most and the best of things as they are.

There is a general want of taste, neatness, and even comfort, in the school houses that is deplorable, and the teacher must resist and conquer the tendency of these unfavorable influences upon both his pupils and himself. He must discipline and improve his mental and moral powers by controlling circumstances, instead of weakly yielding himself to be controlled by them. And, if the proposal is made at the right time and in the right way, something can be done by every successive teacher to improve the condition of things, especially if he be careful that nothing, through his neglect goes to ruin. Usually, such is the state of discipline in this respect, that many unavoidable repairs are continually called for; and men feel but little inclination to expend money for what seems to them of doubtful utility, and which is sure to be very soon destroyed.

Any teacher who has ever tried the experiment could doubtless furnish a long list of objections to the system of "boarding round," in which the unpleasant and the ludicrous would perhaps struggle for ascendancy; yet it has the one great advantage of bringing the teacher in direct contact with his patrons, and thus gives him such an opportunity as he could not otherwise have of influencing them in various ways to favor his plans for the reform and improvement of his charge. There is nothing that

parents have so much at heart as the welfare of their children. They may be ignorant, or have mistaken views of what constitutes their true good; but as it appears to them they live for it.

Nor are they generally so ignorant of their faults as is sometimes supposed, though they may not choose to talk of them. The feeling is natural—we none of us like to discuss the faults of those whom we love, though ever so painfully conscious of them. Parents, thus living in and for their children, are always grateful to those who really and truly strive to improve them; and they need only to be convinced that this is the object of the teacher to give him their cordial co-operation. Novel plans sometime encounter vehement opposition, and no where can this be so successfully met as in personally mingling with the people around their own fire-sides. Nor is there much reason to fear for their success when thus advocated, unless the teacher is so unfortunate and silly as to fancy himself superior to the people among whom he lives, and by his consequential airs, disgust the plain good sense that is not slow to detect the superficial character of his smartness.

Teaching is so exhausting an employment to both mind and body, that it requires no small amount of self-exertion, and a strong and lively appreciation of the truth so eloquently proclaimed by Goethe, "that there is nothing more frightful than for a teacher to know only what his scholars are intended to know," in order that one when wearied of the labors of the school room, may make the necessary effort for his own improvement. Yet that this is possible, is proved by the fact that among the eminent in literature and science, are enrolled the names of many teachers in whose achievements we glory, and in whose reflected honors the whole profession shares.

These, however, belong to a different order from the pedagogue who in dilating upon the importance of laboring for self-improvement, illustrated his subject by the wonderful declaration that every teacher ought to read *one new book a quarter.* In that way he would in a year read four, and in ten years, forty new books!

Another danger to the teacher arises from the fact that he is in some sense dependent upon public opinion; and he is often led to overrate its importance. An undue love of approbation and a strong desire for popular applause, are common and most fruitful sources of mental and moral mediocrity and mischief. Vanity, though a contemptible weakness, may possibly have its uses; but where it preponderates in character, it is far more pernicious than pride.

It develops itself in countless ways, and yet may always be known by its anxiety and discontent, unless it is the universal theme, and by its feverish desire to hear what all the world says of it; nor can it be convinced that every one is not full of the littleness of its affairs. True nobleness of character can consist only in steady love of good, and steady scorn of evil. Right, truth and justice, are always the same; but *vox populi* varies in its notes from the loud hosannahs, chanted in honor of the Son of David, to the deep, furious, malignant bass of the same choir clamoring for his blood.

Hence, every true teacher must base his future, not upon the approba-

tion of the crowd, but upon his own enlightened sense of what is lofty and good. The approval of men, for which the vain are often weak enough to sacrifice honor and the inspirations of conscience, he is sure to gain, though he makes it entirely secondary, trampling under foot all unworthy considerations, he walks unfalteringly in the narrow path of strict integrity.

No human being should be indifferent to his reputation; and yet, though the dictionaries tell us that reputation and character are not synonymous terms, the good man must always act as though they were. Nor is it folly or cant for those who mould the plastic spirits of the future age, always to remember, and often to speak of the great fact, that where we are rapidly hastening they will not be diverse.

The teacher who is thus ready to combat public opinion when it is wrong, and he feels it needful, will find that he wakes into life and activity the dormant sense and sensibility of those who oppose him. Like the maiden in the fairy tale, who calmly pursued her way up the mountain side in search of the treasures to be found upon its summits, regardless of the confused and threatening voices calling her on all sides to return, he will find that when he scatters the hard-earned and precious golden waters of truth upon the little enchanted black stones of prejudice and passion, they will be transformed into fair ladies and gallant knights, ready to follow in his footsteps, and do him good and honest service.

For the Journal of Education.

LETTERS TO A YOUNG TEACHER.

NO. IV.

Dear Teacher. In the proper business of the school room, the recitation is central and pivotal. On this all else hinges and turns; and on your success here must depend mainly your usefulness and character as an instructor. In the recitation room you must, or should meet your pupils face to face, and mind to mind, to test their ability and faithfulness in study, to learn their progress and deficiencies, and to inspire them with an impulse that shall send them to their seats and their studies with a fresh and irresistible zeal. From the recitation must radiate the influence that gives meaning and purpose to all else in the business of the school, and to its duties you should bring the trained energies of your whole manhood. To cheer and enlighten the dull; to arouse the listless to quicken with a new life even the studious and attentive; and to pour, into the minds of all the love of learning and the noble ambition for excel-

lence, may well command all the resources of your scholarship, and all the powers of your soul.

Go to the Recitation fully prepared. Know what you would teach. When, like the prophet of old, you are called to stretch your soul upon the soul of the little child, to breathe into him the breath of your own intellectual life, let no printed page interfere to prevent the effect. The text book may be the armor of some kingly Saul of science, but better far for you, the fine smooth pebbles gathered from some rivulet of nature's truth, if you would conquer the Goliath of ignorance that stalks through the mind of childhood. The lesson once in your mind, your eye is left free to watch and command your class and your pupils reciting to a teacher and not to a book merely, will aim to reproduce, not the formulas of words, but the living truth as it lies in their teacher's mind.

Maintain order in your class. This is the first grand requisite of a good recitation; and to attain it, pay some attention to attitude. Require your pupils to stand or sit erect and in a line; it will greatly aid you in keeping silence and attention. A lounging body fits and produces a lazy mind.

Every recitation should be independent and correct. If you begin to accept imperfect recitations, or to aid by leading questions and by prompting, you may continue thus to the end of the chapter, wasting your own and your pupil's time, over the merest farce that ever disgraced the school room. If a pupil hesitates or blunders, pass the question promptly and decidedly to the next; and if you firmly persist in this course, you will soon have heard the last of guess-work reciting. Let the child's intellect be trained to do its work thoroughly and promptly, and the work of its education is nearly done. The habit once formed, it is far easier to learn lessons perfectly than imperfectly. In the certainty of victory the mind, like the soldier, advances with a power and a courage impossible to him laboring under the shadow of a defeat. In most studies, no question need be asked during the progress of recitation. The teacher's "next," is a sufficient signal for one pupil to cease and another to begin.

Require and secure attention. Without this your time is wasted; nothing can be done. All the requisites of a good recitation meet in this, and if this be secured, all else will follow. In this ability to awaken and chain the attention, the "aptness to teach" of the true teacher, is shown. In gaining this much, thought and contrivance on the part of the teacher is necessary. In the first place, refuse to proceed a moment

without it; whenever it flags, pause suddenly till you regain it. If any pupil betrays a wandering mind, an unexpected question will usually recall him to the lesson before him. The objects of the recitation are twofold; to hear, and to teach. It is in the latter that inattention is most common and most pernicious. While reciting, if the teacher have ordidary tact, the attention is easily kept; but when the teacher proceeds to his explanations there is danger that the pupil, unwilling to make the effort to understand, will relapse into indifference. And the danger is greater because no ordinary degree of attention will suffice here. It must be active and laborious as well as interested, if the explanation is to be comprehended and retained. To gain such attention, the explanation should be plain, clear and attractive. Every teacher, however, will find times when the attention of the class can not be aroused to the requisite degree for any direct advance. In such case, it will be found a good plan to turn the recitation into a review. Question the class in concert, and briskly, on the ground gone over in previous lessons. If this does not arouse them, dismiss them to their seats. *Minerva invita est.* To continue the recitation would be folly.

Do not make your recitations too long. Remember that the recitation if spirited as it should be, is exhausting to the strength, and if continued too long, the pupil returns to his study languid and wearied, rather than inspirited and zealous. Here the ambitious teacher often fails. He measures the pupil's capacity to receive by his own desire to impart; and feels that he has done nothing, unless he has made a visible progress every recitation. None but the oldest classes should ever be held an hour in the recitation room. From twenty to thirty minutes are amply enough for smaller pupils, while the youngest are often wearied with ten minutes earnest attention.

Finally, do not teach too much. The earnest and ambitious teacher often feels an almost irresistible desire to pour the stores of his own knowledge, by force as it were, into the minds of his pupils. It should be remembered that all true mental growth is from within. The teacher's voice should be heard as little as possible in the recitation; the pupil's as much as possible. In the attempt to explain a dark point in the lesson, the scholar will often catch a clearness of view, that a score of explanations from the teacher would not have given him. Speech requires thought and begets thought; and a child will often think more in five minutes while attempting to recite, or answer the teacher's skillful question, than in an hour over his book at the desk. Get the pupil to talk

freely and intelligently and your work is done. Count nothing rightly learned or known that can not be plainly told.

Your fellow Teacher,

SENIOR.

THE SCHOOL FUND.

Much interest is felt in this State at the present time, in reference to the prospective increase of the School Fund. A large fund is accumulating in the State Treasury from the sale of the Swamp Lands, and it is proposed by some to apply this to the increase of the Common School Fund. This proposition has started the question as to the policy of a fund so large as to relieve the people from all taxation for the purposes of education. At present there seems but little danger of the school funds of this state becoming too large. Yielding an annual income of less than fifty cents per scholar, and with little prospect of increasing faster than the population that will use it, the whole proceeds of the sales of the swamp lands might easily be added without endangering our schools by making them too free.

The general question as to the policy of supporting the common schools entirely by public fund or tax, is one of no ordinary importance, and is now awakening the attention of leading educationists. From a consideration of general principles, we should say, let education be so cheap as to bring it within the easy reach of all, but let it not be entirely gratuitous, unless we wish it to be lightly esteemed. What costs nothing is usually counted worth nothing. The business of educating his children is the peculiar privilege and duty of the parent, the concurrent voice of mankind accords to the parent the sole and absolute right to choose the teachers, appoint the schools and direct the studies of his offspring. The State, without dispute, has a deep interest in the education of its citizens, and may, and does, very properly employ its power and resources to establish and endow institutions of learning and systems of public instruction. But since the State cannot supersede the rights or duty of the parent without palpable tyranny, the question becomes one of practical importance, how far it can successfully and efficiently aid him. Since the family circle, the great natural school-room, and, we may add, the school-room, other things being equal, in which education could be most safely and successfully prosecuted, does not furnish all the training needed, and since the maintainance of schools requires more means than is possessed by the

masses of mankind, and since, also, it is plainly just that the property of the community should be to some degree taxed to secure the education needed for the well-being of the State, it will not be denied that the power of the government may rightfully interpose to establish a system of common schools. The question, whether such schools should be maintained wholly at public expense, is to be decided only on grounds of expediency. Will schools absolutely gratuitous best secure the education of the people? To this question, common sense and common experience both reply in the negative. In this discussion, we should except despotic governments which cannot only provide the schools, but compel attendance by law.

It is a law of the spiritual, as it is of the physical life, that man shall eat his bread in the sweat of his brow. In other words, man cannot rightly and truly love that which he does not labor for, and the education of his children will cease to command the requisite co-operation of his affections and care, when it no longer is a tax upon his toil. Suppose the State — as it might do since it is interested in the physical growth of its citizens — should, like ancient Sparta, undertake to provide public tables for the young, and going but a step farther, should assume also the expense of clothing them, how greatly would it loosen even if it did not entirely sever the bonds of paternal love and filial obedience. The children might perhaps be better fed and clad, and cases of starvation and raggedness avoided, but all this could illy compensate the commonwealth for the consequent loss of the thousand humanizing and elevating influences of homes no longer needed and no longer loved. So in education; the people at large may, at first, receive a higher and more general intellectual training where schools are established and maintained entirely at the public expense, but alas for that intellectuality which has been divorced from the affectional culture and moral education of which the parent is the most natural and efficient teacher, and which can only be secured by securing the parent's care and co-operation in the whole business of education.

This view of the matter is farther confirmed by experience. Where schools have been made wholly gratuitous they have soon lost their hold upon the public sympathy. They have been regarded as public institutions, to be looked after by public officers, while those parents who have felt a real interest in the education of their children, have established private schools, or patronized at a great expense, those established by others.

What proportion of the expenses of educating his children should be

left to fall upon the parents, we do not pretend to decide. If, however, education is to be universal, that proportion should not be so high as to amount to an embargo upon the schools to parents of the most moderate means. If it be said that any price, however small, will prevent the attendance of some children, we reply that schools free as air will not secure a universal and proper attention in a community where the public sentiment does not command it. The universal education of the people is to be attained, not by the attractions of free schools alone, but by the constraining power of a public opinion that shall pour its scorn and its many-voiced condemnation as sternly upon the parent who shall starve the soul of his child as it does now upon him who fails to furnish his children with bread. Did custom sanction it here as in other lands for children to play naked in the streets, there are many who would not only be unwilling, but would count themselves unable to provide clothing for their offspring. Let the imperative voice of the same omnipotent custom demand it, and they will no more send forth the minds of their children unclad in the garb of a fitting education, than they now expose their bodies undressed to the public eye.

And here again the voice of experience adds its confirmation to the argument. Not only is education generally diffused in those countries and communities where a just appreciation of its benefits prevails, but every where we meet with poor men, who impressed with the high advantages of knowledge, contrive amidst all their poverty to give their sons and daughters a most liberal and extensive course of study, and are themselves blest and ennobled by the very strenuousness of their efforts. To the same conclusions, also, tends the notorious fact that the sons and daughters of the wealthy, whose education, however expensive, costs the parents no felt sacrifice, and hence fails to claim their personal care, are often the poorest scholars in our schools.

While, therefore, we would have government aid largely and liberally in the maintainence of schools so free that none need be excluded from their benefits, we would not make our schools mere governmental institutions supported entirely at public expense, unless we wished to take them out of the care of their natural gaurdians and consign them to the cold charities of official supervision and sympathy. Where the ignorance or inability of the parent left the child without any provision for its education, the state should without doubt supply the lack. Every child, in the name of its common humanity may claim at the hands of its fellowmen such culture as will enable it to meet the claims of its duty, and even

the poorest child in the land ought, moreover, to be afforded such advantages for education as may enable him to make the most of himself, and to reach whatever point of attainment it is in his heart to seek.

The question whether the school-fund of this State is like to prove too large for the public good, involves computations for which we have not, at present, the requisite data. It is one of the most hopeful signs of the times that teachers' wages are on the increase, and any great advancement in the character of our common schools must be attended, if not preceded by such an increase in the compensation of those who teach, as will call into the school-room a far higher order of talent and attainment than is now found there. To secure such compensation, the school fund seems certainly none too large, and perhaps if some portion of the swamp land fund should be applied to the support of teachers' institutes throughout the various sections of the State, and through these to the training up of a more intelligent and efficient body of teachers, even less danger would be left to fear. In the educational machinery of Michigan we see no so obvious a lack as the want of public provision for a thorough drill of the teachers of the State, by means of institutes which should be held as long as needed every spring and autumn, in every county where thirty or fifty teachers can be gathered to attend them. We most sincerely hope that this matter may be pressed upon the attention of our next legislature, and that some portion of the swamp land fund or of other unappropriated public monies may be devoted to this specific purpose. We have a Normal School unsurpassed in excellence and usefulness. With a well devised and prosecuted system of institutes, Michigan would soon boast a corps of teachers of whom she might well feel proud. In sustaining her University and Normal School, in educating her common school teachers and fostering her common schools she will need all her resources, however abundant they now are or may hereafter become.

The Ictus Metricus, and the Prose Accent of Latin and Greek, not necessarily identical.

In a former paper, — on the pronunciation of Greek, — we stated that only two objections of any importance have ever been urged against the continental practice of using the Greek accents in pronunciation. We

also considered and answered the principal objection, that the *quantity* of syllables is violated in observing the written accents.

It remains for us to consider another oft-repeated objection; namely, that the written accents do not coïncide with the *ictus metricus*. "If you observe the accents," says an objecter, "how do you read poetry?" Let any one turn to the beginning of the Iliad or Odyssey for example, and endeavor to scan a few verses, at the same time observing the written accents. It will be found to be utterly impossible. What conclusion then, do we draw from this fact? That we are to disregard the Greek accents entirely, that we are to ignore their very existence? Let us see if we are consistent in so doing. It seems to follow as a matter of course, although we do not know why, that if we reject the Greek accents, we are to adopt the Latin rule for the accentuation of Greek words. Such is the practice very generally in England and in this country. Let us see then, how this also will work in reading poetry. Let us turn again to the beginning of the Iliad, and scan the first two verses. What do we discover? That the *ictus metricus*, and the prose accent (according to the Latin rule) are identical! By no means; it is impossible to make them identical. If then, in reading Greek prose, we disregard the written accents because they are not identical with the *ictus metricus*, for the same reason in reading Greek prose we must reject also the Latin rule for the position of the accent. This conclusion is unavoidable, and we are thus left without any rule for accentuation.

But farther: let us see if we can read even Latin poetry, and make the *ictus metricus* coïncide with the prose accent. Let us examine the first two verses of the Æneid. Observing the *ictus metricus*, we read them as follows:

> Arma vi-rúmque ca-nó Tro-jaé qui prímus ab óris,
> Itali-am fa-tó profu-gús La-vínia vénit.

But according to the prose rule, each word would be accented thus,

> Arma virúmque cáno Trôjae quí prímus áb óris
> Itàliam fàto prófugus Lavínia vénit.

Here we have a most striking discrepancy, in two verses, seven words in which the *ictus metricus* does not coïncide with the prose accent! But there is no peculiarity in these two verses. The same discrepancy will be found to exist everywhere in Latin poetry. Indeed, from the very nature and genius of Latin poetry, it *must* exist. The poetry of the Romans, like that of the Greeks, was wholly different in the theory of its

structure, from the poetry of modern Europe. It is probable that the oldest Italian races antecedent to the Romans, and the Romans themselves, before their adoption of Grecian civilization, had poetry in which the rythm depended entirely on the accent, as in our own poetry, but this fact does not bear at all on the subject which we are now considering. The extant Roman poetry is all after the Grecian model, and it is truly surprising that its nature should have been so little considered that persons who have long been accustomed to read Latin poetry should think of making the prose accent and the *ictus metricus* coïncide.

The bearing of these remarks on the use of the Greek accents is apparent. The fact that we cannot observe them in reading Greek poetry is no reason why we should not use them in reading Greek prose, any more than the fact of our not being able to observe the Latin prose accent, in reading poetry, is a reason why we should not observe it in reading prose.

It was not our object to say anything upon the structure of Grecian and Roman poetry in general. We will simply remark, however, to explain in some degree the discrepancy between the *ictus metricus* and the prose accent, that the ancient method of reading poetry seems to have been in some respects like singing, or perhaps like our modern *recitative;* and every musician must have observed how often, in singing the modern languages of Europe, the prose accent is entirely disregarded. J. R. B.

THE AGE TO BEGIN SCHOOL.—Children are generally sent to school too young. This is the testimony of all experienced teachers. Children sent to school at four years of age, and those sent at seven will be, in almost all cases, equally advanced at nine, with the advantages for future progress all in favor of the latter. Thousands of young minds are stunted and permanently dwarfed, by too early application to study, and thousands of young hearts receive an ineradicable taint of moral corruption by too early exposure to the evil influence unavoidably found in a promiscuous gathering of older children.

The moral nature should have time to grow to some maturity under the parent's eye, and within the shelter of home, ere the little one is sent forth to a contact, always dangerous, with the outer world. Where the rudiments of education can be taught at home, eight or even ten years is young enough to begin school. Both the intellectual and

moral character would be more safely and soundly formed amidst the genial play of home influences.

The following, taken from an exchange paper, contains a truth that should be pondered:

DON'T OVERTASK THE YOUNG BRAIN. — Dr. Robertson says the minds of children ought to be little, if at all tasked, till the brain's development is nearly completed, or until the age of six or seven years. And will those years be wasted? or will the future man be more likely to be deficient in mental power and capability, than one who is differently treated? Those years will not be wasted. The great book of nature is open to the infant's and the child's prying investigation; and from nature's page may be learned more useful information than is contained in all the children's books that have ever been published. But even supposing those years to have been absolutely lost, which is anything but the case, will the child be eventually a loser thereby? We contend, with our author, that he will not. Task the mind during the earlier years, and you not only expose the child to a greater risk of a disordered brain, not only, it may be, lay the foundation for a morbid excitability of brain, that may one day end in insanity, but you debilitate its bodily powers, and by so doing, to all intents and purposes, the mind will eventually be a loser in its powers and capacities.

A NOBLE RESOLVE.—A counsellor of a great Kingdom in Europe charged with the superintendence of its public instruction, *of Education for the People*, thus expresses the inspiring, guiding idea under which he worked. "I promised God," says he, "that I would look upon every Prussian peasant child as a being who could complain of me before God, if I did not provide for him the best education, as a man and a Christian, which it was possible for me to provide."

A noble and just resolve, and worthy to be made by every parent and teacher in the land. For against you, christian parent, can that little child by your fireside complain before God, if you do not educate him to the best of your ability for the great duties of an honorable and useful life. No gathered wealth added to his heritage, and no indulgent yielding to his present wishes can shield you against that terrible complaint of a son robbed of his best birth-right, a fitting culture of his immortal mind. And against you too, teacher of the young, may your pupils utter the dread complaint before God, if you, through ignorance or indifference fail to afford them the sound mental training, that practical and proportionate education which you have assumed to give. Let every teacher make this noble resolve, and our schools would become indeed the "nurseries of freemen."

Youths' Department.

VACATION TIMES.

"Ho! ho! vacation days are here."

Many a glad school boy is shouting "I'm free, I'm free," or is holding deep consultations with his school mates over various plans for fun and frolic during the days of vacation. Many a teacher, wearied with the toils of the term, is wending his way to some distant scene of relaxation and amusement; and the school-rooms, silent and solitary, have a rest from the busy sounds of recitation and study. The pleasant, long looked for vacation has come.

Aye, my little school-mates, these are pleasant days, but what, think you, makes them thus? Not because it is pleasanter to be out of school than in. After a hard day's work or play, it is pleasant to repose upon the bed; but who, save the sluggard, would think it pleasanter to lie a bed than to be up and busy with useful labor or healthful play? Candy is sweeter than bread, but who would like to have nothing but candy to eat when tired and hungry? Vacation is indeed pleasant, but it is pleasant only because it comes after a term of faithful and earnest study. Who, think you, my brave school-mates, enjoy it the most—the idle boys and girls who have been the whole summer playing in the streets and fields, or you who have spent the time under faithful teachers, preparing for useful, intelligent, and happy lives? Your play is sweetened by the remembrance of your hard lessons bravely learned, and by the feeling that you have gained much useful knowledge. A sharp knife cuts much better than a dull one. Well, your taste for play is a sharp knife, while theirs is dulled by a whole summer's hard use. Your better education tends to give you the same advantage over them, that the bright boy always has over the dull and ignorant one even in play, and when tired of play, the knowledge gained in school enables you to enjoy pleasant books and the society of older friends as they cannot. Even in your sports, you can be learning something pleasant and useful; for as a rail car continues to run even after the locomotive is detached, so the good school boy's mind advances even when no teacher is present.

And now, little school-mates, we wish you a happy vacation. Ride, ramble, run, hunt, fish, play bravely and with a good will at every thing

that is honest and right, but do not forget it is the faithful study of school days that makes vacation so pleasant; and when the vacation days are past come back with fresh strength and cheerful hearts, and brave purposes to meet teachers and school-fellows in the old school room again; to renew those beautiful and useful studies which can make you wise, intelligent, and happy men and women.

A Supplication to the People of the United States.

(Concluded from page 232.)

LIBERTY—is an all-glorious word, the pride and boast of our country. He has been the orator's Bucephalus, his very war-horse with his "neck clothed with thunder." O! how the noble creature is degraded! He is made by many a boasting republican in this land of the free, to pace in this pitiful manner—*Libety*—LIBERTY!! Ye sons and daughters of the Revolutionists, if you really aim at your country's glory, and the world's best good, give the R the heavy tramp of a battle-host. Not *Libety* but LIBERTY.

MRS.,—that respectable abbreviation, is exceedingly grieved at the indignity she suffers. The good ladies whom she represents are let down from the matronly dignity to which she would hold them, to the unmarried degradation of *Miss;* and this in the United States, where matrimony is so universally honored and sought after. She desires it to be universally published, that *Miss* belongs only to ladies who have never been blessed with husbands; and that MRS. is the legitimate and never-to-be-omitted title of those who have been raised to superior dignity by *Hy-men* (high-men—). N. B. *Mistress*, for which MRS. stands in writing, is generally contracted in speaking to, or of, ladies, by leaving out the letters T and R, in this manner—*Miss'es*. O! ye "bone and muscle of the country!"—how can ye refuse to comply with so gentle and lady-like a request? We pray you that from the moment the sacred knot is tied, "until death shall part," you will say, "Mies'es" (O! how honored your own name to have such a title prefixed!) "Miss'es So-or-so, in what manner can I best contribute to your real and permanent happiness?" That's a good husband!!

OIL, you all know, has a disposition, smooth to a proverb; but here he is, to say the least, in great danger of losing his fine, easy temper, by being treated in the altogether improper manner that you here behold—*I le.* ILE! Poor "Oil" has for centuries been crying out O! O! O!! as loudly and roughly as his melodious but sonorous voice will permit; but they will not hear; they still call him *Ile.*

POTATOES—(those most indispensable servants to all dinner-eating Americans, and the benevolent furnishers of "daily bread," and indeed the whole living to Pat-land's poor,) Potatoes are weeping with all their

"eyes," at the agony at which they are put by thousands. They are most unfeelingly mangled, top and toe, in this manner—TATERS. Notwithstanding their *extremities*, in the most "mealy" mouthed manner, they exclaim, Po! Po! gentlemen and ladies! pray spare us a head, and you may bruise our *toes* in welcome, Still, you must confess that POTATERS is not so sound and *whole*-some as POTATOES.

POINT—allows that in some respects he is of very minute importance; but asserts that in others he is of the greatest consequence, as in argument for instance. He is, in zeal, the *sharpest* of all those who have entered into the present subject of amelioration. *Point* is determined to prick forward in the cause, till he shall be no longer blunted and turned away from his aim, and robbed in his very nature, in the *measure* you here perceive—PINT. Do not disap*pint* your injured servant, indulgent masters.

PHILADELPHIA—takes off his broad brim, and in the softest tones of brotherly love, implores the people of the United States to cease calling him by that harsh, horrid and unbrotherly name—FELLY-DEL-PHY. It deprives him of his significance, and ancient and honorable lineage, as every Greek scholar well knows. "O!" cries the city of "Brotherly Love," in plaintive, but kindly accents,—"do understand the meaning, behold the amiableness, hearken to the melody, and respect the *sincerity* of PHILADELPHIA.

POETRY.—What a halo of glory around this daughter of Genius, and descendant of Heaven! Behold how she is rent asunder by many a pitiful proser, and made to come *short* of due honor, POTRY. Apollo and the Muses know nothing about *Potry*.

QUENCH,—that renowned extinguisher, whom all the world can't hold a candle to, is himself very much *put out*, and now and then, from this cause—some people permit that crooked and hissing serpent S to get before him and coil round him, while he is in the hurry of duty, as you here see—SQUENCH; and sometimes they give him a horrid black i, thus—SQUINCH.

RATHER—is universally known to be very nice in his preferences, and to be almost continually occupied in expressing them. Be it as universally known, then, that he is disgusted beyond all bearing at being called—RUTHER. O, how from time immemorial, has this choice character suffered from the interference of U, ye masters!

SAUCE—has a good many elements in him, and above all, a proper share of self-respect. He thinks he has too much spice and spirit to be considered such a flat as this indicates,—SASS.

SAUCER—complains that he is served the same *sass*. Between them both, unless there is something done, there may be an overflow of *sauciness* to their masters.

SCARCE—is not a very frequent complainant of any thing, but he is now constrained to come forward and pour out more plentifully than common. He complains that certain *Nippies*, both male and female, and hosts of honest imitators, call him SCURCE, thinking it the very tip of gentility. He will detain you no longer, gentlemen and ladies, for he prefers to be always—SCARCE.

SUCH—does not complain of mistaken politeness, but of low and vulgar treatment like this—SICH.

SINCE—has been crying out against the times, from the period of his birth into English. It is abominable that a character of such vast comprehension should be so belittled. He embraces all antiquity; goes back beyond Adam; yea, as far back into the unbeginningness as you could think in a million of years, and unimaginably further. And, O! how this hoary head is bowed down with sorrow at being called by two-thirds of the American people, SENCE. It is hoped that all the Future and the Past will be SINCE.

SPECTACLES,—those twin literari, who are ever poring over the pages of learning, raise eyes of supplication. They say they can not *look* with due respect upon certain elderly people who *pronounce* them more unlettered than they really are, as you may perceive without looking with their interested eyes—SPDCTACLES. Venerable friends, pray c us, c us, and give our due in the matter of letters, and cry, SPECTACLES.

SIT—has been provoked to stand up in his own behalf, although he is one of sedentary habits, and is sometimes inclined to be idle. He declares he has too much pride and spirit to let that more active personage, SET, do all his work for him. "*Set* still," says the pedagogue to his pupil, and parents to their children; "*set* down, sir," say a thousand gentlemen, and some famously learned ones, to their visitors. "The coat *sets* well," affirms the tailor, Now all this does not *sit* well on your complainant, and he *sets* up his Ebenezer that he would like a little more to do, especially in the employment of college-learned men and also of the teachers of the American youth. These distinguished characters ought to *sit* down, and calculated the immense effect of their example in matters of speech.

SAT—makes grievous complaint that he is called SOT. He begs all the world to know that he has not redness of eyes, nor rumminess, nor brandiness of breath, nor flamingness of nose, that he should be degraded by the drunkard's lowest and last name—SOT. The court *sat*—not *sot*,—the company *sat* down to dinner—not SOT down; but "*verbum* SAT," if English may be allowed to speak in Latin.

SHUT.—This is a person of considerable importance; and, although your slave, is a most exclusive character, as is said of the ultra-fashionables. He is, indeed, the most decisive and unyielding exclusive in the world. He keeps the outs out, and the inns in, both in fashionable and political life. He is of most ancient, and of most exquisite pretensions, for he kept the doors of Noah's ark tight against the flood. Now this stiff old aristocrat is made to appear exceedingly flat, silly, and undignified, by being called by sundry persons—SHET. "*Shet* the door," says old Grumble, of a cold, windy day. "*Shet* your book," says the schoolmaster, when he is about to hear the urchins spell. "*Shet* up, you saucy blockhead,' cries he, to young Insolence. This is too bad! It is abominable! a schoolmaster, the appointed keeper of orthographical and orthœpical honor, letting fall the well-bred and lofty-minded SHUT, from his guardian lips, in the shape of *Shet*. O! the plebian! Faithless and unfit pedagogue!! He ought to be banished to Shet-land, where day by

day he should battle with Boreas, and teach ABC to the posterity of Triptolemus Yellowley's ass; and where by night his bed chamber should be *unshut* North, his bed the summit of a snow-drift, his sheets nothing but arctic mists, and his pillow the fragment of an iceberg! Away with ths traitor to *Shet*-land. O most merciful American masters and mistresses! *Shut* has no relief or safety from the miserableness of *Shet*, but in U.

TOLD—is a round sounding preterit, that is real music in a singing school—it will bear such a round-mouthed thunder of voice. He feels the dignity of his vocation, and asks not to be kept out of use by such bad grammar as this—TELLED. "He *telled* me so-and-so." Pshaw! that renowned talker and servant of old Peter Parley, TELL, declares that no one has ever derived existence from him by the name of TELLED. Pray, masters and mistresses, don't now forget what you have been—TOLD.

YES—that good natured personage, affirms that were he not of so complying a disposition, he would henceforth be *no* to every body who should call him *Yis*. To this pleasant hint, ye kindly ones, you can not but say, *yes*, *Yes!*

Finally, hearken! There is a voice from the past. It is the complaint of departing "Yesterday." He cries aloud—Give ear, O, to-day, and hear, hear, O, to-morrow! Never, never more, call me *Yisterday!*

We have thus presented you, sovereign owners, with the complaints and groans of a considerable number of our race. There are, doubtless, many others, who are also in a state of suffering, but who have uncommon fortitude, or too much modesty to come forward publicly, and make known their trials to our whole assembled community. Should the abuse of any such happen to be known to you at any time, we pray that the same consideration may be given to them as to the rest. You can assist us, in the first place, by example. Be careful not to cut short or in any other way mutilate our delicate frames. A little practice will enable you to avoid these errors, and set a good example to others. Then by precept you can assist others in correcting their evil habits, and thereby save the lives of many of

Your humble servants,

ENGLISH WORDS.

The Elephants of the East.

[From the Rifle and the Hound in Ceylon.]

A person who has never seen a wild elephant can form no idea of his real character either mentally or physically. The unwieldy and sleepy looking beast, who penned up in a cage, in a menagerie, receives a sixpence and turns with difficulty to deposit it in a box whose mental powers seem to be concentrated in the idea of receiving buns tossed into a gaping mouth by children's hands; this very beast may have come

from a warlike stock. His sire may have been the terror of a district, a pitiless highwayman, whose soul thirsted for blood; who lying in wait in some thick bush, would rush upon the unwary passer by, and know no pleasure greater than the act of crushing his victim to a shapeless mass beneath his feet.

I have heard people exclaim, upon hearing anecdotes of elephant hunting, "Poor things!" Poor things, indeed! I should like to see the very person who thus expresses his pity, going at his best pace with a savage elephant after him; give him a lawn to run upon if he likes, and see the elephant gain a foot in every yard of the chase, fire in his eye, fury in his headlong charge; and would not the flying gentleman, who lately exclaimed "Poor thing," be thankful to the lucky bullet that would save him from destruction? There are no animals more misunderstood than elephants; they are naturally savage, wary and revengeful, displaying as great courage in their wild state as any animal known. The fact of their great natural sagacity, renders them the more dangerous as foes. Even when they are tamed, there are many that are not safe for a stranger to approach, and they are then only kept in awe by the sharp-driving hook of the mohout.

Elephants are gregarious, and the average number of a herd is about eight, although they frequently form bodies of fifty and even eighty in one troop. Each herd consists of a very large proportion of females, and they are constantly met without a single bull in their number. I have seen some small herds formed exclusively of bulls, but this is very rare. The bull is generally much larger than the female, and is generally more savage. His habits frequently induce him to prefer solitude to a gregarious life. He then becomes doubly vicious. He seldom strays many miles from one locality, which he haunts for many years. He then becomes what is termed a "rogue." He waylays the natives, and in fact becomes a scourge to the neighborhood, attacking the inoffensive without the slightest provocation, carrying destruction into the native's paddy fields, and perfectly regardless of night fires or the usual precautions for scaring wild beasts.

The daring pluck of these rogues is only equalled by their extreme cunning. Endowed with that wonderful power of scent peculiar to elephants, he travels in the day time *down* the wind; thus, nothing can follow upon his track without his knowledge. He winds his enemy as the cautious hunter advances noiselessly upon his track, and he stands with ears thrown forward, tail erect, trunk thrown high in the air, with his distended tip pointed to the spot from which he winds the silent but approaching danger. Perfectly motionless does he stand, like a statue in ebony, the very essence of attention, every nerve of sense and hearing stretched to its cracking point; not a muscle moves, not a sound of a rustling branch against his rough sides; he is a mute figure of wild and fierce eagerness. Meanwhile, the wary tracker stoops to the ground, and with a practised eye pierces the tangled brushwood in search of his colossal feet. Still further and further he silently creeps forward, when suddenly a crash bursts through the whole jungle; the moment has arrived for the ambushed charge, and the elephant is upon him.

LUDICROUS MISTAKES.—The geologist, if he be fairly in earnest, is far too tired after his day's work, to trouble himself about the aristocratic air of his quarters, and, besides, he generally manages to put his outer man into so uncleanly a condition, that a grand hotel would have some scruple in taking him in. Professor Sedgwick, after a hard morning's work, betook himself to a village inn for a lunch of bread and cheese. When he asked what he had to pay, he was told four-pence. He could not avoid remarking on the smallness of the charge. "Ah, sir," said the landlady, "I should ask eightpence from any one else, but I only asked fourpence from you; for I see that you have known better days." At another time, a lady stopped by the roadside where he was working, made some inquiries and gave him a shilling, because his answers were so intelligent for his station. He met the same lady at dinner the next day, to her great astonishment. A well-known geologist, long secretary to the Geological Society, was once taken up while at his vocation, and dragged off to the Bristol Asylum, for an escaped lunatic. On another occasion, tired, and with his pockets full of the day's treasures, he mounted a stage coach, and fell fast asleep. Waking at his journey's end, he was horrified to find his pockets as empty as when he set out. An old woman who sat beside him, feeling the pockets full of stones, took him for a madman, who had loaded himself more effectually to insure drowning; so, slyly picked out the fossils, one by one, from the drowsy philosopher, and tossed them on the roadside. — *Chambers' Journal.*

THE FIGURE NINE.—The difference between any transposed number is always a multiple of 9. For instance, suppose an accountant or book-keeper cannot prove or balance his accounts—there is a difference between his debts and credits, which he cannot account for, after careful and repeated addings. Let him then see if this difference can be divided by 9, without any remainder. If it can, he may be assured that his error most probably lies in his having somewhere transposed figures; that is to say, he has put down 92 for 29, 83 for 38, &c., with any other transposition. The difference of any such transposition is always a multiple of 9. The knowledge of this will at once direct attention to the true source of error, and save the labor of often adding up long columns of figures. The difference between 92 and 29 is 63, or 7 times 9; between 83 and 38 is 45, or 5 times 9; and so on between any transposed numbers.—*Ex. paper.*

A NOBLE BOY.—On Friday last, Daniel Bucklin, a lad sixteen years of age, saw a small boy drowning in Blackstone river at Valley Falls. He plunged into the river to rescue him, and by exerting himself to the utmost succeeded in doing so, but was so exhausted himself, that on gaining the bank of the river, he laid down and died in a few minutes. A large quantity of water was found in or around his heart.—*Pawtucket Chronicle.*

HON. B. F. WADE.—This gentleman, now a Senator of the United States, is a self-made man. In a late speech by Mr. Seward, of New

York, in the Senate, referring to the labor done by foreigners in this country, he speaks of the Erie Canal, and asks:

How was that done? I mean from whence came the labor that did it? I know of but one American citizen who worked with the spade and wheel-barrow on those works. Doubtless there are many others, but I know only one, and he, I am glad to say, is now a member on this floor, (Mr. Wade, of Ohio,) and one of the most able and talented members.

The man who has worked both the spade and wheelbarrow on the Erie Canal, is now a United States Senator, and his brother is a member of the House of Representatives.—*Cin. Gazette.*

ARITHMETICAL QUESTIONS.

If 3 yards 2 quarters of cloth, 1 yard 3 quarters wide, will make a suit of clothes; how many yards of stuff, 1 quarter wide, will make a suit for the same person, allowing the tailor 3 quarters for cabbage?

To fifty, add full two-thirds of a ton,
Five hundred then annex, and when 'tis done,
Add thereunto the center of a pond;
And, as by virtue of magician's wand,
A city vast and populous arises,
Whose name may cause, ye wits, some few surmises;
A city to all Europe known,
Graced as the station of a female throne!
To one-third of six pray add the reversion
Of half of a loaf, and to increase diversion,
Add the end of a storm, two nothings between,
With the head of a nation; and clear will be seen
The name of a monarch, whose father when young,
Won fame by the melodies sweet which he sung.

1. A teamster agrees to carry a lot of apples, say fifty barrels, from Clinton to Utica, for thirty cents per barrel, and to receive his pay in apples from the lot at $1 60 per barrel. Now if he takes his pay at Clinton, how many barrels does he receive?

2. A. and B. purchased a lot containing 800 acres of land, for which they each pay 800 dollars. On dividing the lot, A. takes the best, and his land cost him fifty cents per acre more than B.'s. How many acres does A take.

3. Suppose that a tree 100 feet high be broken off in a gale of wind, so high that the top shall strike the ground 60 feet from the center of the stump—the butt in the mean time resting on the top of the stump. How high was the stump? — *School-mate.*

Editor's Table.

State Teacher's Association.

The semi-annual meeting of this Association, will be held in Marshall on the third Tuesday of August, and continue in session three days, the 15th, 16th, and 17th. The introductory lecture will be delivered on Monday evening, at 7½ o'clock.

ORDER OF EXERCISES.

Monday, the 14th, at 7 1-2 P. M., Introductory Lecture—by Prof. WELCH.
Tuesday, 9 o'clock, A. M., subject, Grammar. The discussion will be directed by Prof. WELCH, of Ypsilanti.
10 1-2 o'clock, subject; Mental Arithmetic. The discussion will be conducted by J. A. Corbin, of Pontiac.
2 o'clock, P. M., subject; Reading and Rhetoric. Discussion to be directed by Prof. HAVEN, of Ann Arbor.
3 1-2 P. M., Report of Committee on the legislation necessary to advance the interests of the Association.
Committee: Profs. Welch and Estabrook, Ypsilanti; Prof. Bartlett, Oliver, Messrs. Cochran and Nichols, Detroit.
Report on School Discipline, A. L. BIGNHAM, Mt. Clemens.
Evening, 7 1-2 o'clock. Lecture by Rev. Dr. STONE, of Kalamazoo.

WEDNESDAY.

9 o'clock, A. M., subject; Grammar. Discussion under the direction of Prof. WELCH.
10 1-2 o'clock. Subject; Written Arithmetic. Discussion under direction of Prof. OLNEY, of Kalamazoo.
2 o'clock, P. M. Subject; Moral Philosophy. Discussion under the direction of Prof. STONE.
3 1-2 o'clock. Report of Committee on "Religious Instruction in Common Schools." Committee: Hon. Ira Mayhew, Albion; Prof. Haven, Prof. Welch, J. F. Cary, Rev. C. A. Leach.
Report on Teaching Vocal Music in common schools; by J. L. MARCY, Detroit.

Evening. 7 1-2 o'clock. Lecture by L. BISHOP, Esq. President of the Board of Education, Detroit.

THURSDAY.

9 o'clock. Subject; Geography and History. Discussion under the direction of the President of the Association.
10 1-2 o'clock. Subject; Natural Philosophy, &c. Discussion under direction of Prof. OLDS, of Albion.
2 o'clock, P. M. Miscellaneous Discussions. Subjects; Recitations, Good Order, Discipline.
At 3 1-2 o'clock, the Association will hold a session for social intercourse.

Teachers and friends of Education throughout the State and vicinity, are invited to be present and participate in the exercises. The Michigan Central Railroad will give free return tickets to delegates and members of the Association. An effort will be made to provide gratuitous entertainment for those attending the meeting.

By order of the Executive Committee.

Normal School Examination and Exhibition.

On Friday, July 20th, breaking away from our post and from the hot city, we found ourself after a short chat with a friend in one of the pleasant cars of the Michigan Central Rail Road, in the good town of Ypsilanti, and soon found our way to one of the village churches where the

Normal School was holding its summer exhibition. The exercises were already begun when we entered; but we heard amply enough to confirm all our former impressions of the extraordinary merits of this Institution. The sound sentiments and earnest practical thought that pervaded the compositions, both those read by the young ladies and those spoken by the young gentlemen, the occasional dash of genuine humor, and the whole tone and bearing of the pupils, spoke unmistakably, to the practised ear and eye, of the successful character of that culture to which they had been subject in their school rooms. Rarely have we been so pleased and surprised with the exhibitions of active mind and original thought as on this occasion; and we felt our heart all aglow with the thought of such an addition to the number of professional teachers in Michigan. Not having been able to attend the examinations, we extract the following from the notes of a friend who was present:

"I have always felt a deep interest in our Normal School, and have often visited it during the two years of its successful career. The *first* thing about it that strikes a stranger, is the unusual and remarkable neatness of the rooms, and of every thing connected with the building. Containing over 200 scholars, its floors are yet always as white and clean as those of our Dutch ancestors, of whom Deidrich Knickerbocker tells in his veritable history. And next, I have now and before been struck with the perfect order and system of the school, and the propriety and behavior of the pupils—the natural result thereof. The whole school sat at their desks yesterday during the hours of examination, seemingly with the same ease, quiet and interest, as that shown by the spectators. These things speak volumes for themselves in favor of the discipline of the school. System and order in the outer arrangement are *prima facia* evidence of like virtues in the inner educational department.

"The school consists at present of about 220 pupils, of whom about 40 are children in the "Model Department," who are, in part, instructed by the highest class in the Normal department, who thus receive practical lessons in their future duties as teachers. Prof. Welch has displayed untiring zeal and industry in laying the foundations of this State institution, and his success is evident and marked. The whole school are instructed in vocal music, and though I did not hear the examination of that department, yet the music to-day was creditable to their instructor. Its introduction into the school is of very great moment, for every teacher that leaves the Normal School, should be able to impart like instruction in turn.

"The examination began on Wednesday, and I regret that I could hear but few of the classes. Prof. Welch's class, on the study of words, their origin and characteristics, was a novelty, but a very pleasing one, and I know of no exercise better calculated to impart a knowledge of, and interest in, the "well of English, pure and undefiled.

"Mrs. Rodgers' large class on Botany, with their bright flowers, ravished from the wood's gardens, show that they had studied both the text book and the book of Nature, of which it was a commentary."

A teacher's institute session of five weeks, will be held at the opening of the Fall Term in October.

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MODEL EDUCATION.

NO. III.

We have now conducted our candidate for a model education, through the study of his native language, into the magnificent temple of mathematics, by the door of arithmetic, have bidden him pause awhile and consider how fearfully and wonderfully he is made, and become familiar with the instructions of Physiology, and are now directing his attention to the study of the globe on which he dwells.

Geography cannot be omitted in a model education for all the people, perhaps no one would demand its exclusion. It is questionable how it should be studied; whether it should be merely a task of memory to the child, or whether it should be so adorned and illustrated and enlivened, as to become a pleasure. Let us suppose a child to accompany his instructors in a summer's travel from Detroit to Cleveland, and thence to Buffalo, and thence back again and upward through lake St. Clair, and by the Sault across lake Superior, and over into the Mississippi, down to New Orleans, and thence, by the Atlantic coast, through Charleston, Washington, Philadelphia, New York, and Boston, and by railroad back again to his western home; how much more vivid would his idea be of the outline of his country, than of one who had committed the same geography lesson to memory, and traced it out mechanically on the map'

Now can the study of geography be made a thing of life and fact, to a scholar? Can a child exercise what is sometimes called an "ideal presence," and see, and hear, and feel, in imagination, almost as strong as fact and often far more pleasant, what is described on the dull and passionless page? Children are certainly capable of this. The imagination is one of the earliest developed of the mental faculties. Poetry flourished most in the infant world, has ever flourished most in the infancy of nations, and is peculiary attractive to young minds. The power of conceiving a landscape, with all its variety of living figures, is a poetic power, an effort of the imagination. Why should not the mind of the pupil, wearied with the abstrusities of arithmetic and grammar, and the matter of fact of physiology, and the labor of making straight lines and crooked, "hair marks" and "heavy strokes," in the rapidly filling writing book, have some opportunity to expatiate over the wide world. "a maze but not without a plan?" Can geography be made a recreation? Sometimes, and to a certain extent it can. It depends much upon the skill and vivacity and buoyancy of feeling and *eloquence* of the teacher.—There is no better stage for an orator than the floor of a school-room.—There is no more responsive and unprejudiced an audience than a collection of boys and girls; and there is no better subject for a "course of lectures" than geography.

There must be some material previously gathered by the scholars for imagination to work upon; for imagination never creates material, it only combines and rearranges. It is called the "creative faculty," because it conceives of compound bodies or combinations that have never existed in fact, and it is the parent of all inventions, whether expressed by the spoken word, the printed page or the material structure. Now the elements out of which the new structure is to be made must be previously acquired. It is impossible to describe a sunset sky, so that a blind child could fancy it. The attention of children should be directed to objects of nature in their own neighborhood, which may thus become types of all similar and related objects over the world. How many children learn to repeat before teachers, more stolid than themselves, that the diameter of the earth is 8000 miles, when, so far as they are concerned it would be just as intelligible to repeat, "conjuro te scelestissima, nequissima, spurcissima, conjuro te!" But if the teacher provide himself with an apple, and thrust a stick through it from side to side, the pupils will have no difficulty in fancying the diameter of the earth. Let the teacher be sure, too, that the pupil knows from actual measurement

with the feet, what a mile is, and let the plains, hills, mountains, or lakes, or rivers, or rocks, or whatever other objects of nature are within the personal observation of the pupil, be often referred to by the teacher, as illustrations of the description of other lands. Let him fancy himself walking, riding, sailing over the mountains, across the plains, and streams, and lakes, and oceans, and thus vividly realize what the cold book presents. Does some teacher respond that this appears well in theory, but is exceedingly difficult in practice? We reply that the very difficulty should stimulate the ambition. Perfection cannot be reached in a day! If so, there would be no object in continuing our schools more than one day—except to relieve the parents from taking care of their children! Dullness and feebleness will yield to constant effort. Witness the success of accomplished teachers in the asylums for idiots. These poor, helpless mortals; these simpering, luckless, drivelling specimens of humanity, from which sensitive persons have been accustomed to turn away with digust, by the patient, kind, and earnest, and skilful, and scientific efforts of their teachers, have been reached, and awakened, and harmonized, and introduced into society, erect and decent specimens of men and women! Astonishing effect of education! Miraculous proof of the power of the teacher!

Now if such is the ability of the experienced and scientific teacher—and none others are permitted to act in such institutions—on such unfortunate specimens of human beings what ought to be expected from the labors of teachers, with bright-eyed, buoyant, joyous, healthful, and active children? Ought not every teacher's work far to surpass the productions of a Phidias or Praxiteles? Let then every teacher's motto be—not *Pingo*, but *Docco, in eternitatem.*

It is a sufficient reply to those who object to the introduction of new systems of impressing thoughts upon the minds of the pupils, of teaching them to think, that by new methods in the hands of experienced and studious men, wonderful miracles of education have been accomplished within a few years.

A beautiful and interesting "first class in Geography," by which we mean now a primary class, once recited fluently and admirably, just according to the book, on "examination day." One of the Committee, not so enraptured as some, by the parrot-like performance, asked the class where that thing was which they called a globe, and said was 8,000 miles in diameter and 25,000 miles in circumference, and covered with oceans and continents and islands, and whether any of them had ever

seen it or any part of it? Not a child could answer! Verily, this was an abstraction surpassing the deepest excogitation of metaphysics! How wonderful had been the training of that school; almost, if not quite equal to the training of a circus master, by which dogs, horses and monkeys are taught to perform wondrous evolutions, and even perhaps to utter wise saws!

The celebrated teacher, Arnold, master of Rugby school, was passionately fond of Geography, and from a simple study of a good map, was able to describe very accurately the face of any strange country. Perhaps one of like fondness for the study, would alone be qualified to give instruction in the best way.

Still there is, and must be, much mental labor exercised by the child, to master geography. Many names and facts must be committed to memory, and all the usual stimulants to labor will be found necessary, to induce the pupil to perform his task. But when done he will have accomplished much. He will have become acquainted with one of the planets of the Solar System; he will be prepared to comprehend history, geology, astronomy, all of which would be inexplicable riddles, or most imperfectly understood without a good knowledge of that science which is called "a description of the surface of the earth."

There is but one more topic which we intend to introduce as an essential of a model education, to be acquired in common schools, and its importance demands another chapter. E. O. HAVEN.

LETTERS TO A YOUNG TEACHER.

NO. V.

DEAR TEACHER:—The successful government of a school room full of children, is a problem of no little difficulty. To hold in stillness a hundred little hands and feet, whose fingers and toes are tingling with exuberant activity; to school to silence those scores of little tongues itching all the more to talk because forbidden; to repress the restlessness of fifty hearts bubbling with the fresh energies and quick impulses of merry childhood, and to confine this host of untamed spirits pleasantly, but persistently to their studies, so that order may reign in the school room, and the great work of education go unimpeded on, is a business requiring talents of a higher cast than that which wins battle fields, or takes beleaguered cities.

And when we add to all this, the administration of justice amongst those who have not yet learned to limit selfishness by law, or cloak it under a specious garb of propriety; the arrangement of the disputes and strifes of passionate children, who but partially recognize right, or comprehend reason; the punishment of peccadillos committed half in ignorance, half in passion; and the doing of all this so as not only to meet the present necessity, but to cultivate the principles of justice, honor and truth, and to educate the moral nature to those sublime rectitudes of character which may preserve its integrity pure and unbent amidst the whirlwind sweep of a world's temptation and trials, the teacher has a work before him which well might task a prophet's prescience, and a statesman's power.

The first, and more immediate object of school government, is to preserve order. This alone, I will discuss here and now. There are two distinct methods of governing children; viz: by *argument* and by *authority*. The first seeks to reach and control the mind through the reason and affections; the other, enforces the dictates of conscience by the power and penalties of law. The one would give a right direction to the stream of life by opening before it a smooth, free channel in which it may run by the natural gravitation of its own will; the other, would hold the current to its course by the stern embrace of law, till it shall have dug a channel for itself "in the way it should go," believing that when the child grows old "he will not depart from it." Each of these modes of government is liable to abuse, and neither will succeed except skillfully administered. Pope's lines are as true here as anywhere.

> "For forms of government let fools contest,
> Whatever 's best administered is best."

It must, however, be admitted, that the very idea of rightful government implies authority, and even the reasonings of the 'moral suasionist' will be rendered more effective by the child's secret conviction that there is an irresistible authority behind the argument.

First, then, assure yourself of your authority to rule. Possess your soul of the firm and felt conviction that you are the rightful sovereign of the school room, and that it is both your right and duty to be obeyed. Whatever the age or ability of your pupils, they enter the school under the strongest obligations to render you strict, prompt, and cheerful obedience. Hold to this conviction not to foster your pride, but to fill you with a solemn sense of your duty to *govern*, to govern wisely, impartially and with a single regard to the highest well being of your pupils.

Without this feeling of your rightful authority, your rule will be feeble and irksome both to yourself and its subjects.

In governing either ourselves or others, a firm will is the chief requisite. The possession of a strong will marks ever the man of true gubernatorial power. Once settle it seriously in your soul that you *will* be obeyed, and your whole manner will at once become quiet, confident and firm. You need not raise your voice, there will be that in your quietest tone that will inform the quick ear of childhood that your mind is made up, and they will obey. Let this be habitual, and not occasional, and you will soon govern without effort, and without opposition.

But remember that employment is better than punishment. I have written of authority, not that I think a school should always be made to feel its presence, but as the central pillar of all true discipline. Still, it should be remembered that "the law is made for evil doers." Here, as elsewhere, prevention is better than cure, and in the school room or family, no preventive is more potent than employment. He, who can keep his school busy, will find little need of other means of governing. The activities of childhood are irrepressible. They must be employed or they will employ themselves, "doing with their might whatever their hands find to do." The grand secret, then, of governing a school easily is to banish idleness. The energies that fill the ill governed family or school with turbulence and strife, like hot steam scalding all who approach it, becomes in the hand of the wise teacher, like that same steam under the skill of the cunning mechanic, an agency of tireless might, filling the world with works of wonder, the most potent and most pliant servant of mankind. Yours, truly, SENIOR.

Union College and its Venerable President.

The Commencement Exercises at Union College, Schenectady, N. Y., which have just closed, have been attended with circumstances of peculiar interest, such as have never clustered around similar exercises in any American College. It was the *Fiftieth* Commencement that had passed under the supervision of its venerable President, Rev. Eliphalet Nott, D. D. The Alumni of that institution from all parts of our widely extended country hastened once more to the classic shades of Alma Mater, there to mingle congratulations with one another, but more than all to pay a heartfelt tribute of gratitude and reverence to the aged Patriarch who still presided over its affairs. The services were of a character never to be forgotten by those who participated in them. Senators from their seats, Judges from the bench, Clergymen from their pulpits, men of influ-

ence from their counting houses, and artisans from their several spheres of labor, repaired gladly to the scenes of former days, with one accord to do reverence to the good, old man who was still spared to his country and his race.

In the noble and eloquent utterances of his address, we are transported back again to the halls of our beloved Alma Mater, and listen again to the tones of that voice which was wont to stir so profoundly the depths of our souls, and which enkindled within us aims and ambitions which only death can quench; nay, which will move us still amid the fields of immortality. As a teacher, Dr. Nott has few, if any superiors, and perhaps no man of this or any age has impressed himself more widely or profoundly upon his race. The inquisitions of the judgment alone can reveal the extent of his undying influence.—[Ed. *Jour.*

Judge Campbell of New York, and President Wayland of Brown University, R. I., delivered appropriate addresses, and were replied to by the venerable President. We cannot refrain from copying the concluding portion of his touchingly eloquent address. It bears the impress of the same great soul that spoke so solemnly and warningly above the grave of Hamilton. After reviewing the past history of the College and some of its more prominent members, he concluded as follows:

Having been thus permitted, beloved pupils, to review the past and to co-operate in hastening forward that still more glorious work which lies in the future, let it be your work to help it forward by doing your part in the battle of life. Go, defend the defenceless at the Bar; expound the law with justice from the Bench. Go, charm down the spirit of party. Go, heal the divisions in Christ's Church; and next to Religion, and in connection with it, cultivate Sciences. Truth is no less truth when it is found in darkness. No matter how wide a starry field the telescope of the astronomer may trace, God's authority stretches to unknown fields beyond it. No matter how Geology may read the history of the ages in the rock and upon the parchment surface of the earth, there is an unwritten history far beyond. No matter how minute the discoveries of the microscope, resolving themselves almost into nothingness; none are too small for God to see. From the fossiliferous rock, imbedded in the earth, to the sun that burns, and the stars that glitter in the firmament above, they all say "God is here — and here — and here." And God *is* there — and there — and there. Go, then, beloved pupils, and with the love of God in your hearts, and the Bible in your hands, go study Nature. Plant the banner of Religion in the vestibule of Science; nor feel that the scholar's work is done until you feel that what is already sacred to Truth is also sacred to Religion. And, above all, attend to your eternal salvation. And if in future there shall be Centennial gatherings, as there have been, enable those who come after to point to the noble deeds of those who have preceded them. The companions of our pilgrimage left behind, be faithful to your charge. When Xerxes, standing upon the shores of the Hellespont, watched the host who lay at his feet,

he wept, because that at the expiration of a hundred years not one of the multitude would remain. Well Xerxes might weep. Tears befitted the occasion. They befit not this. To Xerxes death was the end of life. To us it is only the transition from an humbler to a higher life. In the future, as now, some tribute of respect will be paid to the memory of the dead. Then, as now, the blossoming flowers in yonder garden will invite the wandering feet of the student. Then, as now, the birds will sing among the branches, the Heavens will smile, and God will signify his approval, as he does now by his gracious presence.

After having been separated from you so long, beloved pupils, it is a happiness to meet you here; and it is sad to think we must part so soon and part never to meet again. Standing amid the Alumni of an Institution over which I have so long held charge, so soon to resign that charge, turning to you, beloved pupils, turning to you, we commit to your hands the interests of each and all of us. Live after us; and live, I doubt not, to sustain your Alma Mater's position, to defend your country's rights and her liberties — not, indeed, by the sword, but by that power which is mightier than the sword. Where rest those noble spirits who have preceded us?—Where the dead are. Who now thinks of Smith, or Maxcy, or Edwards? But though the dead shall be forgotten by the living, the living will never be forgotten by the dead. Seeing, though unseen, they look back to earth, or perhaps become the guardian angels of those who are left behind. Be this as it may:

> "Oh! it is not all of life to live,
> Nor all of death to die."

Beyond this lower sphere there are duties to be performed. Not as spectators shall we be present on that august occasion when teacher and taught shall meet together to give account of all the deeds done in the body.

Bequeath this good inheritance to those who shall come after you. Perform life's duty. Give all diligence to secure the enrollment of your names in the Lamb's Book of Life.

A long, a last, but not a sad *Farewell*.

True Virtue.—When I set before me true virtue, all the distinctions on which men value themselves fade away. Wealth is poor; worldly honor is mean; outward forms are beggarly elements. Condition, country, church, all sink into unimportance. Before this simple greatness I bow, I revere. The robed priest, the gorgeous altar, the great assembly, the pealing organ, all the exteriors of religion, vanish from my sight as I look at the good and great man, the holy disinterested soul. Even I, with vision so dim, with heart so cold, can see and feel the divinity, the grandeur of true goodness. How, then, must God regard it? To his pure eye how lovely must it be!—*Channing.*

THE TRUE AIM OF EDUCATION.—That it is the object of all education to rear up minds of a large and comprehensive spirit, full of reverence for the right and true, bent alike on self-improvement and the improvement of the world,—is a fact never to be forgotten. We should consider, that we educate men not to be pliant creautures of outward influence, but to be armed with a force and independence that can breast itself against the despotism of public opinion, against the capracious tyranny of fashion and the unrelenting exactions of party and of passion. We educate them that they may be thoughtful and active, yet contented—equal to enterprises of great pith and moment if duty calls, but ready, also, when God so wills, to take their peaceful and unhonored way through the sheltered vales of life. Hitherto, we have trained our children too much as if what the world calls success, were the grand end of life, and the most important boon that education can grant. Too often we have forgotten that all this vulgar and outward success can never fill up the vast desires of the human heart. "God gave meat," we are told, "to Israel for their lusts," when they were so intent upon it, *but he sent leanness withal into their souls.* It is always so. He who struggles hard for wordly honors or riches may have his reward. Probably he will, if his skill be at all proportioned to his efforts. But, then, he discovers, too late, that it is not in all these, to slake the burning thirst within. "The mind is its own place, and it can make a hell of heaven—a heaven of hell." It is not what we eat and drink and wear—it is not the texture of the carpets on which we tread—or the pomp and circumstance with which we move forth, or the sweet incense that comes up from the fickle voices of the multitude, that can make us feel permanently that "all is well with us." No! the soul must be touched and turned to finer issues. It must feel that there is a happiness higher and dearer than any that can be bought with money, or won in the strifes and heart-burning rivalries of the fashionable or the ambitious. It must have pondered well and wisely that saying of the wise man,—*he that ruleth his own spirit is better than he that taketh a city.* It must know how to poise itself on its own convictions of truth and duty, and stand undismayed though the people rage and the kings of the earth imagine a vain thing. Then, though called to pass through fierce trials; though pain, or penury, or disgrace, be its portion, it shall feel more true joy than Cæsar amidst the plaudits of the populace, or with a senate at his heels. Aye, and it shall have more true *success.* Galileo *succeeded,* though inquisitions denounced and the world scorned. Ridley and Latimer *succeeded,* though they died by fires of martyrdom; for those fires shot an unquenchable light over all England. The Apostles of our faith, like him whose name they bore, triumphed even in their hour of shame, and sealed in blood their best victory—a victory over themselves.

But is this truth taught in our schools and at our firesides? Do our children learn early that there is glory in suffering meekly for the truth's sake, and a peace which passeth understanding in faithfuliy fulfilling our humblest duty? Alas! we complain that the age is sordid, that the prevailing spirit about us is a self-seeking, time-serving one; and yet how

little do we do to build up a nobler spirit? This work must begin with the young. It is through them that we must banish this idol-worship, this homage towards outward dignities, this fear of man that bringeth a snare. It is through our schools and in our families that we must plant the seeds of true dignity, and of a wisdom above this world.—*Dr. Potter*, 1845.

Proceedings of the State Teacher's Association.

[Having been prevented by ill health from attending the late semi-annual meeting of the Teachers' Association, held at Marshall, we make the following abstract of the proceedings from the report of the Detroit Tribune. And we gladly take this oportunity to thank the enterprising and public spirited publishers of that paper for the generous service they have done the teachers and the cause of education in Michigan, in thus giving publicity to the doings and debates of the Association. Nor would we ever forget the efforts of Mr. H. E. Baker, their talented and gentlemanly reporter, whose labors have been directed by so efficient a regard for the interests of learning, and so true a sympathy with the teacher's profession.—Ed.]

A misunderstanding in regard to the railroad trains, prevented Dr. Tappan from reaching Marshall in time to deliver the introductory lecture announced for Monday evening.

First Day.

Tuesday morning, Aug. 15th, the Association convened in the Union School House—a large, fine building, a credit to the village, as well as a convenience to the community, of which it is the popular University.

The President, Rev. J. M. Gregory, of Detroit, being absent on account of sickness, the Association was called to order by Mr. Pierce, of Marshall, Vice President of the body.

Rev. Mr. Trowbridge opened the meeting with prayer.

There being no miscellaneous business before the Association, the subject assigned in the programme was discussed, viz: English Grammar.

Prof. Welch of Ypsilanti, and A. P. Van Buren of Battle Creek, conducted a brief discussion, and the Association Adjourned.

Afternoon session—Prof. Haven led the discussion upon the subject of reading and rhetoric. After some practical remarks, urging especially the necessity of, the pupil being made to understand what he reads, and the importance of distinct articulation, he introduced a practical exercise, the Association acting the part of a class, and he of teacher, thus illustrating in an interesting manner his views of the subject.

Legislation and the Journal of Education.

Prof. Welch from the Committee on Legislation, reported adversely to asking the Legislature to create a teacher's profession. The wages paid to teachers were not sufficient to induce young men to enter upon a course of professional training for the school room. The report recommended that the Legislature be asked for an appropriation to pay competent teachers to hold institutes throughout the State wherever twenty or more teachers could be gathered. The Committee know of no means that would so soon work a radical change in the profession. They also recommend that the Legislature be memorialized for aid for the more general circulation of the Journal of Education.

The report was accepted.

Prof. Haven suggested that the Legislature might order a copy to be placed in every School District in the State which would aid very largely and materially in the support of this excellent Magazine. He would not even ask for this if it was understood that the Legislature was to have a control over its columns.

Prof. Stone, of Kalamazoo thought we might ask the Legislature to subscribe for the Journal as we ask an individual to do so without giving them any reason to claim any control over the publication. He would also throw out a point, though with some hesitation, relative to the Teacher's Institutes. Were he the Superintendent of Public Instruction he should consider it his principal business to go through the State holding Institutes in each County and arousing their interest. He believed that in no way could that officer do so much good and so fully perform his duty and advance the public interest assigned him. The discussion was further carried on by Rev. Mr. Moore and Dr. Comstock, of Marshall, and Mr. Cheesebro of Grand Rapids.

Prof. Haven moved that a committee be appointed to memoralize the Legislature to secure an order for a copy of this Magazine to be placed at the public expense in every School Library in the State. The motion was carried and Messrs. Haven of Ann Arbor, Dr. Stone of Kalamazoo, and Welch of Ypsilanti, were appointed such committee.

Prof. Welch of Ypsilanti moved that a committee of three be appointed to consider and report at the present session upon the proper Legislative means to be desired to aid Teacher's Institutes in the several counties. Adopted, and Mr. E. S. Cheesebro of Grand Rapids, Prof. Olds of Ann Arbor, and Mr. Pierce of Marshall, were appointed. The Convention then adjourned.

Tuesday evening—Lecture by Dr. J. A. B. Stone, of Kalamazoo.—Subject—"The art of becoming great." The whole lecture, which was an able one, was sententiously summed up in the last sentence, "Be wisely good and you will become goodly great."

Second Day.

Wednesday morning.—The subject of Grammar was again taken up under Professor Welch. After the conclusion of this discussion, the subject of Moral Philosophy was introduced by Professor Stone. He

believed Moral Philosophy ought to be taught in our common schools. The conviction was forced upon him that the Bible would eventually be expelled, and he would therefore teach Moral Philosophy and adduce the Bible as collateral evidence and authority. But he would teach by familiar lectures rather than by text books, appealing to the pupils' sense of right and wrong, and teaching them the nature of conscience. From this he would proceed to the different branches of this Philosophy confining himself to conveying proper definitions and correct notions. By such teaching vast influence might be gained over a school and much good effected.

In the afternoon the subject of Moral Philosophy was resumed. Prof. Stone urging the inculcation of strict integrity in the minds of children, and the eradication of white lying. He would instil into their minds the principle that they should do good not from the hope of reward, but because it was right in itself. Leading the pupil along through weeks of time spent in inculcating these principles, he would finally introduce the Bible as the ultimate appeal in all cases of doubt or dispute. There must be a court of appeal and that is the Bible. He would explain the authenticity of this Book and give some of the evidences of its divine origin. Professor Stone ably explained and sustained his views.

Professor Haven, on the whole, was opposed to teaching Moral Philosophy in our schools. His reasons were two, and briefly contained in the propositions that the schools are the creatures of the State, and that the teacher who is paid by the State has no right to instruct in that which the State disavows and to which any one could be found to object. He deferred further remark till the Committee on Religious Instruction in Common Schools should report.

Report on Religious Instruction.

The Hon. Ira Mayhew, Chairman of the Committee on Religious Instruction being absent, Prof. Haven presented a lengthy report, of which the following is an abstract:—

The necessity of religious thought, and of information connected with religion, to constitute a well educated man no one is presumed to deny.

But the question before us is not this acknowledged necessity, nor even the abstract question whether it would be better in all instances for every child to receive instruction upon religion from the same persons that are employed in imparting secular instruction; but the simple question is this, whether teachers, employed by a State, one fundamental principle of whose government is no interference with religion, have a right or can be expected or permitted to interfere with the religious principles of the people. The question is, do we want State-supported teachers of religion for youth? If so, why not for adults? Is it compatible with one of the most sacred principles of our free and impartial government, that those who are employed by that government, should, while in the very act of performing official duty, assume also the office of ministers of religion, or expounders of the Word of God? It is gravely proposed as a kind of relief to this difficulty, that in the inculcation of this religious instruc-

tion, teachers will be expected not to interfere with denominational peculiarities! What is this but to yield the whole point at once?

The right to freedom of conscience, and the utter freedom of the church from the state, are sacredly guaranteed to us by the Constitution, and we ought jealously to guard against any, even the slightest infringement upon them. These constitutional provisions are designed to protect the minority against the majority, so that even if one man stand alone in a school district or a town, all the rest together have no right to force upon him, as a condition of receiving a common benefit to which he has a claim, the reception also of religious instruction which he does not deem salutary to himself nor his child. If one Catholic only live in a district containing a hundred families, that Catholic has a claim to the privileges of the school, he pays his taxes for it, he is a citizen of the country, he is liable to be compelled to fight for that country, it is all the country he has; and now, though all the rest are Protestants, they have no right to teach in that common school, principles or sentiments offensive to this one man, and which he would deem improper to be inculcated upon his child. The same would be true if only one Protestant lived in a Catholic district.

But it is urged that religion is an essential part of education; we have granted it would be sheer folly to deny it. We have no right to presume that our fathers denied it, when they insisted upon a total seperation of church and state. But their simple belief and ours is, that the direct teachers of religion of every grade should be either self-supported or supported by their friends, and above all, should never look to the State for support, nor has the State a right to employ any agents for such a work.

It may be urged that our schools will necessarily become irreligious, or positively opposed to piety if the interests of sacred truth are not regularly and systematically inculcated. We cannot acknowledge this assertion.

It may be said that hundreds of these children have no other opportunity to receive religious instruction than the common school. That is their misfortune, over which we may mourn, and which may stimulate us to great efforts to bless them with opportunities; but we have no right therefore to violate the laws of our country, to make the State support teachers of religion, and to take down a barrier against bigotry and persecution, and to endeavor to accomplish by force what may be far more successfully accomplished by voluntary and peaceful means.

But it has still been objected to this truly American view, that history itself cannot be taught without offending the religious views of some of the parents, that a true account of the Reformation will offend the Catholics; that a detail of the influences which impelled the Puritans to leave England, will offend the adherents of the Episcopal Church, that the persecution of Quakers and witches will offend the descendents of the Puritans, and thus on.

To this we reply that the objection is pertinent and strong, and should be considered. We do not believe it proper under any circumstance, in a State-supported school, to treat upon disputed points, upon which great religious bodies have different views.

While we firmly believe that common schools should occupy a neutral position upon religion, we are far from supposing that its teachers should not themselves be religious. We guard this point carefully. The highest style of teaching is eminently religious, as is universally the highest style of man. An immoral teacher would be a pest, an intolerable curse, a walking embodiment of the most deadly miasma. Let none such be tolerated. We would have good men and women, chosen and select, in this profession. Still, the only means of securing this result is a general elevation of community. Teachers will generally correspond with the community among which they dwell. In knowledge, taste and refinement, they ought to be presumed to be leaders and patterns—in religion it is doubtful whether they will differ from the general average.

Let us see to it that our teachers are good and moral, safely to guard against any encroachment of vice or infidelity upon the general religious practice and belief of the people; and then let us place where it belongs, the tremendous responsibility of teaching the rising generation the principles and love of piety, upon the church of Christ, its members, its Sunday School teachers, and especially its ministers.

Prof. Welch inquired of Mr Haven whether he was in favor of having the Bible read in schools? Prof. Haven replied, that an inevitable consequence from his position was that the Bible ought not to be studied nor read in schools supported by the State, except by sufferance, or where no objection was made. He fortified this view by supposing a district where two-thirds of the children should bring Joe Smith's rigmarole for Bibles, and another portion perhaps some other pretended revelations.

Let the children be taught the Bible elsewhere.

In answer to another inquiry by Prof. Welch, Mr. Haven stated vocal prayer in school hours by the teacher, might often be abused and employed to teach religion, and ought not to be insisted on if objected to.

Prof. Welch of Ypsilanti, from the same Committee, made the following report:

Should Moral and Religious Instruction be given in our Common Schools: —

I should not, as a member of the Committee, offer any additional remarks on this subject, did not my views differ in important particulars, from the gentleman to whose able report the Association has listened. I believe, in all sincerity, that the general adoption of these sentiments and their application to practice, would be, in a high degree, pernicious. It is acknowledged as an inevitable consequence from his position, that, if a single parent object, the teacher must throw the Bible out of doors, and never thereafter, in presence of his pupils, vocally implore God's blessings upon his school. Yet, as many a teacher knows, the reading of a short passage of Scripture without comment, and the recognition of our dependence on God by brief prayer are most powerful auxiliaries in the discipline of his school, aye, even in its intellectual progress. But should all devotional exercises be abandoned. The want of them as auxiliaries to the teacher's labor, would be, by no means, the most serious loss. Such abject submission to unreasonable prejudices, carries with it some thing of degradation. We do not sufficiently appreciate the dignity of the teacher's office. It is gravely asserted that he is placed in the

school-room to teach arithmetic, grammar, &c., but that he must seal his lips upon those great truths, without which arithmetic and grammar are utterly worthless—that he may teach science, but must say nothing of its infinite sources—in short, that he may explain fully what is finite, but must fully avoid its correlative. From the nature of the human mind such instruction would be impossible, and if it could be given, its advocates must hold exceedingly narrow notions of school room duties. The teacher's vocation is a high and responsible one. His business is not merely to deal in digits—to dispense nouns and verbs, but to mould and develop immortal mind. If you would have him accomplish this great end, you must give him control of the means to be used—you must trust him. You must regard him as a man—a valuable aid in giving to your child a symmetrical character, and not a mere machine with which you can grind out arithmetic and grammar to order. He should possess indomitable energy—let him exercise that energy with a manly independence. He should be a man of sound judgment. Do not trammel and cramp its exercise. He should have feelings of a high moral tone—do not fasten a padlock upon his lips. Never attempt the absurdity of sending the intellect of a child to school and keeping his moral sense at home; and above all, never commit his instruction to a teacher, whose prayers you are afraid he will hear. For my part, I would rather my pupils would hear Catholic prayers than no prayers; and history will sustain me in the opinion that even the pagan religion is better than no religion at all.

Let every man reflect upon the subject. Let him notice how the facts of science—how our literature, our language, our actions even, are constantly and inevitably making religious impressions; and he will admit beyond question that the teacher could not avoid giving moral instruction if he would. All the earnest duties of life are religious. Could he banish the word *duty* from the language? Could he drop *ought* and *ought not* from his vocabulary? We would not have him "become an expounder of the Bible." Would not have him a "minister of religion" in the accepted sense of the term. If there are any such in our common schools we have not found them. It is fortunate that the Bible is used nowhere in these schools as a text book. The teacher should never expound *the dogmas of the sects* but the religious bearing of those moral truths found everywhere in the study of literature and science. He should by no means, neglect the moral element in the child. This element is not sectarian—the great truths of religion are not sectarian. What sect was ever founded on the facts of Natural Theology, or upon any difference of belief in regard to the general duties which we owe to each other? Express some of these in the briefest manner, and they read as follows: "Six days shalt thou labor," "Honor thy father and thy mother," "Thou shalt not kill," "Thou shalt not steal," "Thou shalt not bear false witness," &c. Are these sectarian? Are they "*dilute and feeble?*" The truth is, the obligations of man to his fellow, and to God, are altogether *unsectarian*, and as such they cannot be taught too much.

It is vain to say that the child would receive sufficient information in these matters, elsewhere. Sermons are above his comprehension. In-

struction at home is often irregular and precarious, and his moral nature would starve upon the pittance which he gets, once a week, at the Sabbath school.

I have yet to learn, further, that there is anything in the constitution of the State which forbids instruction in those religious principles upon which, most assuredly, *its government is founded.* The study of moral philosophy would not be found in the catalogue of our State University, nor would the State Legislature itself ever have employed a chaplain to conduct religious exercises, if such were the case. Public opinion is a sure safe-guard against giving sectarian bias in schools. But there is nothing either in the State organization or the public mind which does not sanction *pure* moral and religious instruction.

Levi Bishop spoke to the subject. He regretted that Mr. Mayhew, the Chairman, had not been able to make a written report, as he had a desire to know his opinion. But he was opposed to the report of Professor Haven. He noticed that the whole report yielded throughout to the claims of the Catholic population. He thought nothing short of total yielding to the demands of this sect would satisfy them, and therefore he told the Association that they need not recognise it. If we give up the Bible and prayer and all religious instruction at their demand, because they allege these to be sectarian, after it is done they will demand that religious instruction be introduced of their sort, *because schools are godless.* So that in either case, and there is no other aspects of it, they are both inconsistent and imperious in their demands. Therefore he believed in paying no attention to their demands, because they are unreasonable, and it is useless. He *knew* it was so, and a theory to the contrary was good for nothing. If we granted ninety-nine hundredths of the whole school-question in dispute between Protestants and Catholics to the latter, they would still demand and insist upon the balance. He had regard for them, and would do all that he could to advance their interests, but when they manifest a persistent and unreasonable spirit in regard to this important branch of public policy, he should openly disregard their wishes and denounce them as unjust.

Prof. Haven said that he did not wonder the Catholics in Detroit were opposed to the schools there, if this was the spirit manifested there. If teachers were there to be found who insisted on forcing children to leave the school supported by the common taxes or receive instruction on matters of religion against which the parents had conscientious scruples, if they insisted in purchasing such a course he could not wonder that the Catholics were opposed to the schools. He thought they were so justly. If this rule were to be allowed, then a Catholic teacher would have full right and power to read the Catholic Bible in the school in which he was placed, and to pray to the Virgin Mary, crossing him or herself. Would we as Protestants agree to this? So with the Mormon. Shall we then read the book of Mormon in our schools if on the borders of Utah?

Is there any other way to avoid this difficulty than in entirely excluding the Bible, and all religious Instruction in our Common schools during the six school hours.

The State had never, in creating Common Schools, agreed to teach or in any way propagate Religion in any form—or the contrary it had expressly disavowed such intention and guaranteed to every man the sole right of having his children religiously instructed as he pleased. Prof. Welch had said in his report that in the school room a teacher was "monarch of all he surveyed," and his *ipse dixit* was laid in opposition to any thing might be urged by those who supported that school and paid him.

It would then be equally true, with a postmaster. He, too, was "monarch of all he surveyed;" he would open and shut his office when he pleased; he would have boxes or not as he chose; if a man came to him and asked him for a letter he would give him a sermon on some religious question, and insist that he should not have the letter unless he took the sermon.

Mr. Bishop in reply said, that he had never acted on the principles of the Mormons, and he thought them very unsatisfactory rules for guidance in any department of our social or political system. There were difficulties in the relations of that people, to the people of the country, which would have to be met in time, but he was not disposed to anticipate such difficulties upon any abstract theories. We can draw more satisfactory lessons from practical experience—from sources nearer home. Mr. B. denied that his doctrine was the tyranny of the majority, as had been asserted by Prof. Haven. That were to assume one of the main points in the issue. Those who assume control over the Catholic persuasions have declared themselves *out of our system of education*, and hostile to it, so that the terms majority and minority does not apply. If our Catholic brethren would come forward as *friends* of popular education and assist us in carrying on the system, he (Mr. B.,) would welcome them gladly, and would be influenced by their sentiments and wishes, as far as was consistent with the exercise of his own judgment. But from several years experience, he was satisfied that no such compromise could be effected. Those having control of schools in Detroit, fully appreciating the mixed character of the population, had left it optional with the teachers, to make a vocal prayer or not, as he should think fit, avoiding everything of a sectarian character; and also to read a portion of scripture *without note or comment*, daily in school or not, as he should think fit, and to use *either the Protestant or Catholic version* of the Bible as the teacher should prefer. They had also given the Catholic teachers in their employ, permission to teach their catechism in the school rooms out of school hours, to such as might wish to be thus taught, the same as other denominations have the use of the school rooms for Sunday Schools. But all this would not do. The public schools must be placed absolutely under the control of the Catholic priesthood, or be destroyed. That was the only compromise that could be effected.

The allusion of Prof. Haven to the spirit manifested by Mr. B., he repelled as entirely gratuitous. He declared that he, or the friends of education in Detroit, had never acted in an illiberal spirit towards any denomination. Nor could the Catholics or their Protestant advocates justly assume that their hostility was based on any such illiberality. On

the other hand, as before stated, we had tried to meet them in the spirit of conciliation. Our liberal spirit had been met with hostility, and with a war of extermination. And although profoundly regreting such a contest, the friends of education shrunk not from it; they met the enemy boldly, and the result was such as might have been expected in a country of freemen. Mr. B. said he had acted then, as he always should act, on like occasions. He acknowledged the ardor of his feelings on the subject in common, with the friends of education; and those who had provoked such feelings should be the last to complain of them.

Mr. B. denied that mechanic-shops and mercantile establishments were destitute as had been asserted, of religious influences, and asserted that the Post Office and other public offices should not be. Here he referred again to every day's experience, that employers accepting the service of apprentices, journeymen and clerks, were careful to ascertain what had been the previous religious advantages and practices of the applicants, and what they were likely to be in future. All business men understood this perfectly well.

The pretence that people professing the religion of Christ and the Bible, could not *conscientiously* hear that Bible read, and the intercessions of Christ invoked, was nonsense, the merest moonshine that was ever put forward to deceive, and the object of it was manifest in the result. In many places the Bible had been excluded from school as even ministers of the gospel would exclude it here; and then the cry was at once raised by the *conscientious* people, that the schools were *Godless*. Now, Mr. B. would prove, to whomsoever it might concern, that the public schools were not Godless, for he would have God's blessing invoked every morning in school, not on this or that sect, but on the teacher, the scholars, and the school system; and he would further prove the same fact by reading every day in school a passage from God's *revelation* without note or comment. This was not inconsistent with the spirit or the letter of our legislation. This is a christian country, and God the Father, the Son and the Holy Ghost are recognised, and respect towards them enforced under severe penalties by our State legislation. See R. S., 1846; page 682; sec. 17, 18.

Mr. B. was sorry to hear such sentiments as he had heard emenating from the University of Michigan. The charge has been made that the teachings of that institution are of an irreligious tendency. Hence, several denominations had, in a measure, withdrawn their support from it, and directed their efforts to rival institutions. The report of Prof. Haven tended to countenance the charge, and to place our University in a false position. It is still believed, however, that the University is not obnoxious to the charge, as is shown by the fact, among other facts, that the reading of the Bible and prayers are had every day in the University, at which exercises all students are required to be present.

Mr. B. regretted to see friends of education assume the ground taken by the learned professor. It was an abstract theory which might read well, but which he knew to be worthless in practice. About ten years ago we had the "Bible Question" in Detroit. The Catholics sought to drive the Bible out of school, so as to make them *Godless*. But the

Protestants came forward in a body, and declared that they would not support the schools if the Bible was excluded from them. They wanted them to be neither sectarian or Godless. Now, this is the result of this doctrine: We may go on, yielding to the enemies of the schools one thing after another, but they will still be enemies, unless we yield everything. At the same time, while we do not secure an enemy, we offend and disgust the real friends of schools, so that they became indifferent supporters, if not enemies, to the system. When this shall have been accomplished, it may be asked with anxiety, who shall be the friends and supporters of our Public Schools?

Evening—Levi Bishop, Esq., of Detroit, delivered a Lecture before the Association on the "Four Cardinal virtues to be exemplified in the life of a Teacher," These he defined as being Prudence, Temperance, (that is equality of temper,) Fortitude and Justice. These were explained and illustrated in a highly interesting and able manner, and to the manifest approval of the members of the body before which they were delivered.

Thursday.

Thursday morning the discussion of the Report of the Committee on Religious Instruction in our Common Schools was resumed.

Prof. Boise of Ann Arbor, said that in order to give the subject a more tangible form before the Convention, he would offer this resolution: Resolved, that in our opininn, it is neither right nor expedient to prohibit the reading of the Bible in our common schools or higher seminaries.

Prof. Haven spoke again in defence and illustration of his peculiar views as unfolded in his report and remarks.

J. Van Arnam opposed this doctrine. He believed that it was the duty and right of teachers to read the Bible in Common Schools. He would much rather send his child to a school where a false religion was taught, than that none at all should be inculcated. It might be that parents were careless about such matters for themselves, but it would not follow that they were therefore careless about their children. They might love their children better than they did themselves—none knew better than that large class denominated "sinners" the value and excellence of Religion. It has been said the law denied the right to a teacher to instruct on religious topics, when any parent objected thereto. He asked for proof. He wanted the statute and the provision pointed out to him. It could not be done. On the contrary he asserted that the law distinctly recognizes a teacher's right to instruct as he pleases. He is *in loco parentis*, (in the place of the parent) while engaged during school hours, and the father had no more right or claim upon or over the child, than the teacher had over it when it was at home—nor a particle more.—Prof. Haven replied at length. The burden of the last speaker's argument was that a teacher was perfectly *in loco parentis*. Was it true then, that if the boy during recess should steal a peck of apples from a neighboring orchard, the teacher would have to pay for them? That would test the question very satisfactorily—did any one doubt what the result would be?

Rev. Mr. Trowbridge of Marshall, said that although he was a minis-

ter of the Gospel, and therefore would not be suspected of any want of desire to hinder the spread or propagation of the Christian Religion, he still felt that the doctrine of that report was *right*, and he should therefore approve and defend it. Mr. T. supported his views ably and at length.

Dr. Stone of Kalamazoo replied, urging the maintenance of religious Instruction in the schools at any rate.

The hour of 11 A. M. having arrived, the order was taken up—Geography and History and the the best method of teaching them.

In the absence of J. M. Gregory who was to have led this discussion, Dr. Solger exhibited and explained a chart, a description of which may be found on page 70, of the March number of this Journal.

Miscellaneous Discussions.

Afternoon—Mr. Smith of the Eighth Ward School Detroit, gave an interesting account of his school, which we may perhaps hereafter publish.

Mr. McMynn of Racine, Wis., made a few remarks relative to the school system in Wisconsin, and the schools in that State. They were not advanced as far there, as they were in this State, or in States further East, but they were doing something and hoped for much more. A State Teacher's Association has been organized for two years, and Union schools are being introduced and a more thorough organization slowly effected.

Mr. Barns. of Madison, Indiana, also made a few remarks in regard to schools in that State and city. A new school law has been enacted within the past two years, and it is just getting into working order, and is doing well.

Mr. J. H. Rolfe of Ohio, spoke at some length of the school interest in Ohio which were very promising.

Mr. Holmes of the Antioch College (Horace Mann's,) made some remarks concerning their institution.

Prof. Haven wished to disabuse the public mind on some points connected with the State University. He regarded it as a noble institution. A very prevalent idea had gone abroad among the people, that the State University had cost Michigan a large sum of money. No idea was more erroneous. It had never cost the State a penny. A grant of United States' lands in this State was made by Congress with the sale of which the institution has been endowed. It has now an income of some $25,000. Any one who is capable of entering a common college can enter this University at a total expense of $10 for an initiation fee. This covers every *college* expense. Boarding, of course is extra. Two courses of study are instituted—one Scientific, in which mathematics figure largely—the other Classical. A person fitted to enter the Freshman class of any college, could enter the University and take the Classical course.—Pupils could come direct from the common school and enter upon the Scientific course and he wished to have teachers note this fact and encourage their scholars to look forward to such an event. All that was required was a knowledge of Arithmetic; a limited knowledge of the elements of Algebra would be acceptable but not absolutely essential.—The endowment of this university was so ample that a large number of

professors had been obtained, each devoting his whole time to teaching a single branch of study. He believed that even classic Yale and Harvard were no better off in this respect. In addition to to the ordinary facilities for acquiring knowledge afforded by all colleges, the university had a superior observatory with a splendid set of instruments—the whole without a superior on the round earth and all under the charge of a professor of Astronomy, a superior scholar and a learned man. During last winter the president had delivered a series of lectures on the evidences of Christianity, to which all the students were invited to come.

Resolutions.

H. A. Pierce, of Marshall, offered the following resolutions:

Resolved, That the "Journal of Education" has fully realized our expectations, and hopes—in the able, judicious and satisfactory manner in which it has been conducted—in the success which has attended its publication; and the healthful influences it has exerted in the cause to which it is devoted.

Resolved, That we cordially approve of the course of the Journal as the organ of this Association, and have not only been satisfied but pleased with its editorial management.

Resolved, That we earnestly and unanimously request Rev. J. M. Gregory to continue to act as editor of that Journal for the ensuing year, and pledge to him our hearty aid and co-operation. Adopted.

Prof. Haven offered the following;

Resolved, That we individually, devote the last week of the present year to obtaining subscribers for the Journal. Adopted.

Mr. B. B. Northrop, of Detroit, offered the following:

Resolved, That we cordially welcome the Teachers and friends of education from other States, who have met here with us—that we accept with pleasure the invitations of Mr. McMynn, delegate from Wisconsin Teachers' Association to be held the third Wednesday of August next—and wolud in turn invite all other Associations and friends of education in States to other meet with us at our annual session. Adopted.

G. H. Botsford of Ann Arbor, offered the following:

Resolved, That our thanks be hereby tendered to the M. C. R. R. for their liberality in furnishing us with free return tickets over their road to our homes.

Resolved, That our thanks are due to the citizens of Marshall for their kind and generous hospitality—and also to Rev. Dr. Stone and Levi Bishop, Esq, and others who have lectured before the Association, and contributed so much to its profit and pleasure. Adopted.

The Association thereupon adjourned *sine die*.

How strikingly the course of nature tells,
By its light heed of human suffering,
That it was fashioned for a perfect world. WILLIS.

MAN'S FOOD.—What do men really live upon? The answers will be various enough. The Guacho, who in the wild pampas of Buenos Ayres, managing his half wild horse with incredible dexterity, throws the lasso, or bolas, to catch the ostrich, the guanaco, or the wild bull, consumes daily from ten to twelve pounds of meat, and regards it a high feast day when in any hacienda he gains a variety in the shape of a morsel of pumpkin. The word bread does not exist in his vocabulary. The Irishman on the other hand, regales himself in careless mirth on his "potatoes and point," after a day of painful labor, he who cannot help making a joke even of the names he gives to his scanty meal. Meat is a strange idea to him, and he is happy indeed if, four times a year, he can add a herring to season the mealy tubors. The hunter of the prairies lays low the buffalo with sure bullet; and its juicy, fat-streaked hump, roasted between two hot stones, is to him the greatest of delicacies. Meanwhile, the industrious Chinese carries to market his careful fattened rats, delicately arranged upon white sticks, certain to find a good customer among the epicures of Pekin; and in his hot, smoky hut, fast burried beneath the snow and ice, the Greenlander consumes his fat, which he has just carved, rejoicing over the costly prize from a stranded whale. Here the black slave sucks the sugar cane, and eats his banana; there the African merchant fills his wallet with sweet dates, his sole sustenance in the long desert journey; and there the Siamese crams himself with a quantity of rice from which an European would shrink appalled. And wheresoever over the whole inhabited earth we approach and demand hospitality, in almost every little spot a different kind of food is set before us, and the "daily bread" offered in another form.

"Progress is the beneficient law of the race. We cannot be circumscribed within the range of our fathers' ideas, any more than we can use their old implements. The manhood of the race cannot be confined within the swaddling-bands of its infancy. In the end, too, we may add, the party of Progress is sure to triumph. More or less rapidly, the new opinion supplants the old. Conservative age dies; hopeful youth succeeds to its powers. Not only so, but youth always out-numbers age; for the ranks of life become thinner at every stage of its march. The law of advancement is just as certain as that men wish to better their condition. The highest interest of individuals and of communities can consist in nothing but in their embracing more and more truth in their belief, and more and more wisdom in their practice. Hence whenever sufficiently enlightened on any subject to see their own deficiencies, and to devise means for supplying them, the intelligence of men will adopt what ignorance and prejudice had before discarded."—[Hon. Horace Mann, Sec'y Mass. Board of Education.

Things are pretty evenly divided after all. The poor man has no money, while the rich man has no appetite. The former lives in dread of the almshouse, and the latter of dyspepsia and wine pudding. Who's ahead?

Youths' Department.

HINDOO BELIEFS.

In a recent address before a meeting in this city, Rev. Dr. Duff made some interesting revelations in reference to the physical philosophy which is laid down in the sacred books of the Hindoos. They believe, for example, that there arises from the centre of the earth an immense mountain, six hundred thousand miles in height, its lower base being one hundred and fifty thousand miles across. Upon its upper surface are the habitations of the gods, and beneath the overhanging cliffs grow huge trees of every species. The largest of these trees shades a territorial extent of seven thousand miles. The apples which it bears are as large as elephants, and when they fall off and decay, there flows forth a river of juice, which is endowed with such virtues that any one who drinks from it will receive the boon of perpetual youth, and the sands which form its beds become pure gold when dried. The Hindoos have another curious belief concerning Cape Cormorin, which is a vast mass of granite rock rising abruptly from the southern extremity of India. Their sacred books declare that many thousand years ago a mighty king ruled the country, and the approaching marriage of his daughter, immense quantities of rice were cooked with which to make merry. The bridegroom, not appearing in due season, the bride became impatient, and cursed the rice, which was immediately changed into rock. Mr. Duff also remarked, among other stories of this kind, that the religion of the Hindoos would never allow them to touch a dead body, and consequently they could know nothing of their own physical structure from actual observation. Hence their original medical works are revealed by inspiration, and a plan of the inner organs of the human body, as thus revealed, is given in one of their sacred books. This plan places nearly all the organs, each of which is the seat of some faculty, feeling, emotion or desire, in the body. The lower one is shaped like a small tortoise; then comes a serpent, next a circle with a flower upon it. This last is the seat of one of the gods, and above it are successive figures, in each of which a god is supposed to rest, when he pays them a visit. Covetousness, stupidity and sleep are represented among other emotions—the whole number of organs amounting to eighty-six. The organ which occupies the head, is with them the king of birds, although with us, it is of great repute, and would probably be considered by most as an appropriate climax to the whole. It is the figure of a goose.—*American Citizen.*

The following was written by a little girl twelve years of age. We hope our young readers will give it a thorough criticism, as to the use of capitals and the punctuation, and also as to the thoughts and their connections. It will furnish a profitable exercise. The thoughts, also, may be useful if they make our young friends reflect what constitutes a real lady or gentleman.

A MODEL LADY.

What is she? Having never seen any of those lovable creatures I fear my description will not prove correct but from what I have heard and read I think I can in some measure describe her follies. As soon as she is able to wear long dresses her Mama sends her to a fashionable boarding school. The day on which she is to leave the paternal roof has arrived. The morning is spent in giving advice and as the stage rolls up to the door Mama says Angelina you must always wear low necked dresses and short sleeves when you go out in company for they are so becoming and do put your vail over your face or you will spoil your blonde complexion. The words were scarcely out of her mouth before she was whirled away at a rapid pace to her knew home. A home where the frivolities of fashion were taught instead of useful lessons of life. One more Model Lady one more to make a home unhappy with their fashionable follies. Ah fond Mother are you training up your daughter to become a useful member of society or, if wealth fails, to sink down into the very degradaiion.

The next time we meet Angelina she is reading a letter from her mother. By the way she gets one every week it reads as follows.

SEPTEMBER 4th 185—.

DEAR ANGELINA

How lonesome it is here without you we do not have as much company as we did when you were here and the young beaux have all gone to some other quarter as much as to say they did not like my company ha ha Angelina I knew all the time that you was the center of attraction but I did not say anything for I thought it would rouse your vanity and you know you are pretty enough the very picture of your Mother when she was of the same age; but by the way has Mr G. called on you? if he does call you must be very agreeable and polite he has considerable property and would be a very good companion for my accomplished daughter. In two more years you will be eighteen and then you will enter the fashionable world.

Two years soon elapsed and Angelina left school with her education completed and was now able to spend her time as she pleased and be a Model Lady perhaps. That is she could thump a piano, dance very gracefully and repeat a few phrases in French and Latin so as to make people believe she is very learned but all the knowledge she possesses is to know how to dress fine, catch beaux, shop, and talk silly. She spends her evenings at concerts, parties and other places of amusement,

and her days in sleeping dressing and planning some new mode of killing time. Thus the time passes on until some unfortunate young man makes a proposal which is accepted. A new era now dawns upon the life of our Model Lady. She is Mistress of a house and can do as she pleases. All things pass very agreeably until each begin to assume their real character. They have both married for money and as it is a mutual cheat they discover too late the horrid reality and by their folly and rashness make themselves miserable for life. And thus ends the life of our Model Lady. More than half of the young women in America are placed under similar circumstances brought up by a silly Mother they make what the world calls Ladies. But the term is greatly misapplied. FANNY.

GOOD ADVICE TO READERS.—If you measure the value of study by the insight you get into subjects, not by the power of saying you have read many books, you will soon perceive that no time is so badly saved, as that which is saved by getting through a book in a hurry. For if to the time you have given, you added a little more, the subject would have been fixed on your mind, and the whole time profitably employed; whereas, upon your present arrangement, because you would not give a little more, you have lost all. Besides, this is overlooked by rapid and superficial readers—that the best way of reading books with rapidity is to acquire that habit of severe attention to what they contain, that perpetually confines the mind to the simple object it has in view. When you have read enough to have acquired the habit of reading without suffering your mind to wander, and when you can bring to bear upon your subject a great share of previous knowledge, you may then read with rapidity; before that, as you have taken the wrong road, the faster you proceed the more you will be sure to err.—*Sidney Smith.*

SAGACITY OF RATS.—We have read and heard of numerous and striking instances of the sagacity of rats; but we don't remember any more extraordinary than the following which has been communicated to us by a gentleman connected with the Peak Forrest Canal Company: The workmen at the Crist quarry, at Bugsworth, which belongs to the Canal Company, have a horn in which they keep oil for the axles of their wagons, etc., which they have been in the habit of placing on the ground in an upright position. To their great surprise they have several times recently found the horn filled to the brim with very small stones, and nearly the whole of the oil gone. This circumstance puzzled them exceedingly, and in order to discover the way in which the oil had been extracted, they placed the horn, containing a quantity of oil in its old position, and covered the ground about it with soft clay. The next morning they found, as before, that the horn had been filled with stones; the oil was gone, and the clay was covered with impressions evidently from the feet of rats.—*Manchester paper.*

THE LIFE-TIME OF MAN.—When the world was created, and all creatures assembled to have their life-time appointed, the ass first advanced and asked how long he would have to live. 'Thirty years,' replied Nature,' will that be agreeable to thee?" 'Alas,' answered the ass, it is a long while. Remember what a wearisome existence will be mine; from morning until night I shall have to bear heavy burdens, dragging corn sacks to the mill that others may eat bread, while I shall have no encouragement, nor be refreshed by anything but blows and kicks. Give me but a portion of that time, I pray!' Nature was moved with compassion, and allotted but eighteen years. The ass went away comforted, and the dog came forward. 'How long dost thou require to live?' asked Nature. 'Thirty years were too many for the ass, but wilt thou be contented with them?' 'Is it thy will that I should?' replied the dog; I think how much I shall have to run about; my feet will not last for so long a time, and when I shall have lost my voice for barking, and my teeth for biting, what else shall I be fit for but to lie in a corner and growl?' Nature thought he was right, and gave him twelve years. The ape then made his appearance. 'Thou wilt, doubtless, willingly live the thirty years," said Nature; "thou wilt not have to labor as the ass and the dog. Life will be pleasant to thee.' 'Ah, no,' cried he, so it may seem to others, but it will not be. Should puddings ever rain down, I shall have no spoon. I shall play merry tricks, excite laughter by my grimaces, and then be rewarded by a sour apple. How often sorrow lies concealed behind a jest. I shall not be enabled to endure for thirty years.' Nature was gracious, and he received but ten. At last came a man, healthly and strong, and asked the measure of his days. 'Will thirty years content thee?' 'How short a time!' exclaimed man; 'when I have built a house and kindled a fire on my hearth; when the trees I shall have planted are about to bloom and bear fruit; when life will seem to be most desirable, I shall die! O, Nature, grant me a longer period!" 'Thou shalt have the eighteen years of the ass besides.' 'That is not enough, replied man. 'Take likewise the twelve years of the dog.' 'It is not yet sufficient,' reiterated man; 'give me more!' 'I give thee then, the ten years of the ape; in vain wilt thou claim more!' Man departed unsatisfied. Thus man lives seventy years. The first thirty are his human years, and pass swiftly by. He is then healthy and happy, he labors cheerfully, and rejoices in his existence. The eighteen years of the ass come next, and burden upon burden is heaped upon him; he carries the corn that is to feed others; blows and kicks are the wages of his faithful service. The twelve years of the dog follow, and he loses his teeth, and lies in the corner and growls. When these are gone, the ape's ten years form the conclusion, Then man, weak and silly, becomes the sport of children.—*M' Arthur's Herald.*

Hearts are not steel—and steel is bent—
Hearts are not flint—and flint is rent.

Time hath, my lord, a wallet at his back,
Wherein he puts alms for oblivion. SHAKSPEARE.

THE PENITENT SCHOLAR.—School is out. The last lesson has been recited, and the evening hymn sung, and the shouts of merry voices are heard on the green. Their spirits overflow, like long pent-up waters. But one of their number remains behind. All is quiet now in the school-room. There sits the teacher at her desk, with a sad and troubled look.

At one of the desks before her, sits a boy, whose flushed countenance and flashing eye tell of a struggle within. His arms are proudly folded, as in defiance, and his lips are compressed. He will never say, "I am sorry, will you forgive me? No! not he. His breath comes thick and fast, and the angry flush upon his cheek grows a deep crimson. The door stands invitingly open. A few quick steps, and he can be beyond the reach of his teacher. Involuntary his hand snatches up his cap, as she says, "George come to me." A moment more and he has darted out, and is away down the lane. The teacher's face grows more sad; her head sinks upon the desk, and tears will come, as she thinks of the return he is making for all her love and care for him.

The clock strikes five, and slowly putting on her bonnet and shawl, she prepares to go, when, looking out at the door, she sees the boy coming toward the school-house now taking rapid steps forward, as though fearful his resolution would fail him; then pausing, as if ashamed to be seen coming back. What has thus changed his purpose?

Breathless with haste, he has thrown himself down upon the green grass by the side of the creek, cooling his burning cheeks in the pure, sweet water: and as gradually the flush faded away, so in his heart died away the anger he felt towards his teacher.

The south wind as it stole by, lifting the hair from his brow, seemed to whisper in his ear, "This way, little boy, this way," and voices within him murmured, "Go back, go back." He started to his feet. Should he heed those kind words—should he go back? *Could* he go? Ah! here was the struggle. Could he be man enough to conquer his pride and anger, and in true humility retrace his steps, and say "forgive?" Could he go back? As he repeated the words he said to himself, "I *will* go back;" and the victory was won. Soon, with downcast eye, and throbbing heart, he stood before his teacher, acknowledging in broken accents his fault, and asked forgiveness.

The sunbeams streamed in through the open window, filling the room with golden light, but the sunlight in those hearts was brighter yet. Ah, children, if you would always have the sunlight in your hearts, never let the clouds of anger rise to dim your sky.

He was a hero. He conquered himself; and Solomon says "He that ruleth his spirit is better than hethat ruleth a city." At first he cowardly ran away; but his courage came again; he rallied his forces, and took the city. Brave is the boy that has courage to do right, when, his proud heart says I will not.—*New York Observer.*

☞A smooth sea never made a skilful mariner. Neither do uninterrupted prosperity and success qualify man for usefulness.

PROGRESS OF THE SOUL.—We wonder, indeed, when we are told, that one day we shall be as the angels of God. I apprehend that the distance between the mind of Newton and of a Hottentot may have been as great as between Newton and an angel. There is another view still more striking. This Newton, who lifted his calm, sublime eye to the heavens, and read among the planets and the stars the great law of the material universe, was, forty or fifty years before, an infant, without one clear perception, and unable to distinguish his nurse's arm from the pillow on which he slept. Howard, too, who, under the strength of an all-sacrificing benevolence, explored the depth of human suffering, was, forty or fifty years before, an infant, wholly absorbed in himself, grasping at all he saw, and almost breaking his little heart with fits of passion, when the idlest toy was withheld. Has not man already traversed as wide a space as separates him from angels?—*Selected*

☞ The most terribly overwhelming idea of eternity ever represented to our mind, was given somewhat as follows: Suppose a hollow tube whose diameter would be equal to that of the orbit of Herschel. Suppose this tube to extend from the Solar System to the Star Sirius, which cannot be less than twenty billions of miles. This tube is completely filled with the finest sand. It is closely wound around from base to top, with a fine spiral thread. A little ant, starting at the base and following the course of the spiral thread, slowly winds its way round and round until it arrives at the top. It takes out one grain of sand. It descends through the same path by which it ascended, and deposits the sand at its base. It again ascends for another grain, and descends in the same manner; and so continues its movements until the last sand shall have been removed from the tube. After the unnumbered billions of centuries shall have passed away in the achievement of this mighty and inconceivable work, the explorer in the profundities of the eternal ages, inquires: What progress towards the end? He looks up at the great dial of eternity, and finds that the index has traversed BUT ONE SECOND.—*Selected.*

Editor's Table.

THE weather during the past month has been in the superlative degree. The N. Y. State Teachers' Association which held its session early in the month, was so disgusted with Sol's performances that it concluded to migrate towards those northern frontiers of his territory where his sway is less dominant. It proposes to charter some steam boats, and hold its next annual meeting on lake Superior. We hope they will call, on their way, and take us along.

Our own brethren, perhaps on the theory of setting fire to fight fire, met the old day-king with a zeal as warm as his own; as the ardor of their debates will prove. But they were right. Summer or winter, hot

or cold, the question of the religious character of our schools is a vast one, and demands the serious attention of every christian teacher. It seems to us to involve that other question: "*Why should the State establish Schools at all?*" Will a merely intellectual culture conduce to the permanent well-being of the State? "Whatever may be conceded to the influence of refined education on minds of peculiar structure," said Washington, "reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principles."——The fire poetic seems to have lost nothing of its fervor in this fiery atmosphere. A friend sends us a copy of verses within the goodly title "The garden of the heart." The "garden" contains some odors of the genuine fragrance, but its plants need further cultivation before its flowers will furnish a fit nosegay for a critical taste. We print the last stanza for its moral.

Then children heed a warning voice,
And act the *wiser* part,
And ever keep, enclosed from ill,
The garden of the heart.

——We find on our table, a letter dated some months back, from a correspondent, who asks us to devise a method by which a number expressed by forty-five figures may be explained to a child's comprehension. A task so Herculean, transcends our largest reach of ability, and we fancy also the largest capacity of any child, save some mathematical prodigies such as Colburn was, and as Stratton is. We have an idea however, that the comprehension of large numbers, like that of great space, requires the interposition of many objects, on which the imagination may rest a moment, to plume itself for a new flight, and which may serve also to prolong the attention, for it is work of time as well as of caculation.—The devices by which men have sought to illustrate the vastness of eternity, have all been constructed on this principle, and those have been most successful, which have detained the mind the longest in a state of active attention. On the same principle, when we wish to describe a very large object or number, we instinctively draw out our words to give the hearer's mind time to travel over the vastness of the idea.

DEATH OF THE HON. SAMUEL BARSTOW.—The crowd of other matter, prevented any notice last month of the death of this tried and faithful friend of the cause of education. He died at Buffalo, July 12, aged 42 years. The sensation of grief that came with so sudden a shock on the public mind, with the tidings of his death has passed away, but his loss is still felt and his memory cherished by those who have looked to him as a leader and efficient helper in the support of the public school interest. He who lends his talents to the education of the young, links his fame with coming generations, and it cannot die. When all else that he did or said shall have faded from the memories of mankind, his earnest labors for the good of the children of the city and state, will live in honored remembrance.

How well for our city and state, if many others of our prominent lawyers, men of popular power and influence, would give themselves heartily to the work of building up and perfecting our institutions of learning.—

All honor to such names as Barstow, the departed, and Bishop and Howe still living and laboring in this noble cause. A contemporary says of the subject of this notice:

"As a citizen, the deceased from his earliest residence in the State, devoted his most hearty endeavors to the cause of education, and of moral, religious and literary advancement, and cultivation and enlightenment. His efforts laid the corner stone of the local free school organization in Detroit, and to the persistency and unwearied exercise of those efforts, the system in a great degree owes its present perfection."

The citizens of Grand Rapids are about to erect a school house, the cost of which is to be $4,000. Much of the credit of this enterprize is due to the efficiency and influence of their teacher Mr. M. S. Littlefield.

President Tappan of the State University, received the title of L. L. D. at the recent commencement of the University of New York.

Prof. E. O. Haven was made D. D., by Union College.

Hon. Ira Mayhew has been nominated for Superintendent of Public Instruction, by an independent convention held at Jackson.

It is stated that Professor Henry will soon resign his position as the head of the Smithsonian Institution, Washington, and accept the Chemical professorship in Princeton College.

The Wisconsin University, Madison, Wis., is now in process of erection. It is to be built of stone. It stands on the eminence of 1,000 feet, a mile west of the capital in a park of 55 acres. It has a fund of $400,000, and will soon be a prosperous and flourishing institution.

Literary Notices.

United States Magazine.—Want of room has hitherto prevented our notice of this new and worthy candidate for public favor. It is a quarto in form, and each number contains 32 pages. It is devoted to "Science, Art, Manufactures, Agriculture and Trade," and thus far its matter is instructive, interesting and valuable. It is a periodical whose circulation we can cordially recommend as beneficial to the interests of society at large. We think so well of it that we shall be glad to keep a file, if the publishers will favor us with the first number, which we have never seen. Terms $1 per annum. Published by A. Jones & Co., New York.

Youth's Manual of Geography combined with History and Astronomy. By James Monteith. A. S. Barns, Co., New York.

This is a work for beginners in Geography, and is of convenient size and form, for the use of young children. The print is plain, the arrngement simple ,the maps and illustrations good, and the work seems well adapted to make this important study pleasant and profitable. We commend the book to the attention of teachers.

The First Class Standard Reader. By Epes Sargent. Phillips, Sampson, & Co., Boston.

This is a book of 478 pages, well printed on excellent paper, and if we mistake not, will give some trouble to its rival applicants for the regards of our first class in reading. It is evidently no book got up merely to sell, but is the work of a man of fine literary taste, and is admirably adapted to its purpose. The book is divided into three parts. Part 1st. embraces the principles of education, and contains an abundance of well selected examples for exercise in articulation, inflection, emphasis &c.—Part 2d, comprises the proper reading exercises, consisting of a large variety of pieces in prose and verse, seemingly selected for their intrinsic excellence. Part 3d, is an explanatory index, containing brief notices of eminent men, whose names occur in the book, and definitions or histories of many of the words. This is a valuable addition to the work. For sale by S. D. Elwood & Co., Detroit.

A Treatise on Anatomy, Physiology and Hygiene, designed for Colleges, Academies and Families. By Calvin Cutter, M. D.
First Book on Anatomy, Physiology, &c. By the same Author, Benj. B. Murray, & Co., Boston.

Dr. Cutter's text books on the important subjects of Anatomy &c., have been too long and too favorably known to teachers and schools throughout the length and breadth of the land, to need any commendation of ours. They are now in acceptable use in a large proportion of the Academies of the country, and are being widely introduced into our best common schools. The subjects of which they treat ought to be taught in every district school, and be made an indispensible part of even the most limited school education. A single term's faithful study of these excellent text books, may prevent years of painful and puny existence, merely and minister to the health and happineess of a life-time.

Harper's Magazine.—The September number is out with much in it to repay the thoughtful reader, and much to gratify the tasteful. The editor's table contains an elaborate essay on the question of the Unity of the Human Race, and rebukes with no small ability the infidel sneers at the Bible, based upon the assumed dogma, that the human family did not all spring from a common parentage. For sale by Roys, Woodward Avenue, Detroit.

The Date Leaves,—A Historical Game of Forfeits. By Miss C. A. Bloss (now Mrs. Brewster) Principal of Clover Street Seminary, Rochester, N.Y.

These Date Leaves are sixty cards, on each of which is printed the date of some prominent event in Ancient History. A few words suggestive of the story connected with the event and the name of some historical work relating to it, &c. These cards seek to combine amusement with instruction, and to divert the passion for games, so strong in the human heart, to useful purposes. A little primer accompanying these cards, describes twenty different games that may be played with them. Some of these require no slight proficiency in historical knowledge. We hould be glad to see these games displace the useless and often pernicious amusement too often found in our family circles.

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MICHIGAN

JOURNAL OF EDUCATION

AND

Teachers' Magazine.

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Who shall be Superintendent of Public Instruction?

Amongst the questions to be decided at the approaching election in this State, none is more important than this. Over the real well-being, present and prospective, of the State no other officer wields so powerful an influence as he whose business it is to watch over the education of the hundred thousand children of Michigan, and, in our estimation, no other office in the State requires for the right and efficient discharge of its duties so high a grade and so peculiar a type of talent as this of Superintendent of Public Instruction. He must be a man of no common mould and no ordinary experience, and, we may add, of no common energy and activity who may safely assume the oversight and control of that vast educational machinery by whose action the young of the State are to be trained for virtuous and intelligent citizenship.

Of the gentlemen in nomination for this office, Hon. F. W. Sherman and Hon. Ira Mayhew, we need not attempt to speak. Both have recently filled the post for which they are again candidates, and with what of zeal or ability, the people of Michigan have had ample opportunities to know. Let them be judged by their deeds, and let him be chosen, whoever he may be, who has been found most faithful, and has shown most of fitness for this important post.

In the choice of the man to whose official care the Schools of this State are to be entrusted, no personal or party considerations should move us. Elsewhere, if you please, let party ties be heeded and party

triumphs be sought; here, let us act as fathers and brothers, voting for the boys and girls who look to these schools as the places of their preparation for the work of life. Our schools, no more than our churches, should be dragged into the arena of politics, and we should choose a superintendent of these schools as we choose a teacher or a pastor, not for his politics, but for his fitness for the place.

We venture to note some essential qualifications for the office, not to provoke an invidious comparison between the gentlemen whose names are before the public as candidates, but to arouse public attention to the subject, and thus contribute our aid to the selection of a man to whom this great public interest may be safely entrusted.

A Superintendent of Public Instruction should obviously be a scholar. Horace Mann and Henry D. Barnard, to whom the schools of Massachusetts and Connecticut owe so much, were men who could fill a college professorship as ably as they superintended the common school interests of their respective States. No mere professional learning will suffice. A man may be well read as a lawyer or physician, and yet know but little of literature or science as they are taught in our schools. A Superintendent must be able to command the respect and confidence of teachers by his familiar and fundamental acquaintance with the sciences they are teaching, so that his opinions, when asked on text-books and modes of teaching, may be philosophical and conclusive.

If he himself has seen service in the school room, as a practical teacher, it will greatly aid him in the discharge of his duties. At any rate, he should heartily fraternize with the teachers of the State. He is, in fact, their official chief, and through them he must carry out his plans for the elevation of the character and condition of the schools. With a sincere sympathy, he should work with the teachers, promote their associations, seek their elevation, and enkindle in them an enthusiasm for their work that may lead them to the highest excellence. Give us a man who will do for the teachers of Michigan what Horace Mann did for those of Massachusetts, and our Peninsular State would speedily rival the old Bay State in the high character and efficiency of her district schools.

It seems scarcely necessary to add that the chief executive officer of our school system should be a man of high moral character. Our teachers as a body are men and women of pure morals, friends of temperance and religion, and a majority of them, we believe, are pious. A man of an opposite character can never command their confidence, and can scarcely expect to

gain their hearty co-operation. No man of bad habits should hold authority where the interests of the young are involved.

Friends of Education and Teachers of Michigan! we leave the question at the head of this article in your hands. Our relation to the educational interests of the State, did not permit us to say less than we have said; our duty does not require of us to say more. Remember the hundred thousand children congregated in the school houses of this State, and inquire not for the party, but for the fitness of the man to whom you shall intrust the interests of these future inheritors of Michigan.

You are privileged to cast no more important vote than that which elects a Superintendent of Public Instruction. Rise to a just feeling of the responsibility of this vote. Make fair but close inquisition into the characters and past course of these candidates, and give your suffrage to him who in your heart's clear conviction will lend most of energy and efficiency to the great school system of this State.

Hints on the preservation of the Health of the Teacher and Pupil.

The increasing experience of medical men, and the elaborate statistics of disease which have from time to time been given to the reading public, all tend to prove that the various classes of society are, from their habits of life and other circumstances attending their different occupations, liable to diseases and disordered states of health peculiar to themselves, and either resulting from, or controlled by, those circumstances. Thus, those who have the charge of youth, whose occupation is sedentary, who are confined for several hours during the day to the desk and the school room, who have their share of anxiety, and who are daily subject to occurrences calculated to "try the temper," and disturb their equanimity, are liable to certain disordered states of health arising from these causes; and there are also various deviations from health, to which the school boy is subject. Frequently he is taken from "his paternal fields," or his "native hills," with their pure bracing air and enlivening prospects, to exchange his unbounded freedom and his rustic amusements for the comparative restraint of a scholastic establishment, and a regular routine of study and application. It is intended to give a few hints for the preservation and restoration of the health of those exposed to the influences above mentioned — not to treat of diseases already existing, but to show the means best calculated to prevent their occurrence, or to check them when in their most simple and initiatory form.

To no man is the possession of the "*mens sana in corpore sano*" of

more value than to the teacher, for without the latter the former is of little avail, and often becomes a cause of pain, rather than a blessing. So close is the connection and sympathy between the body and the mind, that it is impossible for disordered functions to exist for any length of time in the one without seriously affecting the other; and there are certain diseases of the digestive organs, or (as they are commonly called) dyspeptic affections, which, by causing mental depression, drowsiness, inability to fix the attention, and mental irritability, will unfit the strongest minded man for any occupation requiring the exercise of patience, perseverance, and judgment, But although it is generally admitted that the possession of good health is the greatest of earthly blessings, and that without it learning, honor, success, and everything else for which man toils, are unsatisfactory, and in their enjoyment do not repay the labor of their acquisition; still we too often see its maintenance neglected and trifled with, and made a secondary consideration rather than a primary object. The advice given by Sir Horace Mann to a young friend about to commence his studies for the bar — advice founded upon years of painful experience and regret — should be deeply impressed on the minds of all who have to earn their daily bread, or maintain their position in society, more by the exertion of the brain than the labor of the hands. He says:—

"First you need health. An earnest student is prone to ruin his health. Hope cheats him with the belief that if he can study now without cessation he can do so always. Because he does not see the end of strength, he foolishly concludes there is no end. A spendthrift of health is one of the most reprehensible of spendthrifts. I am certain I could have performed twice the labor, both better and with greater ease to myself, had I known as much of the laws of health and life at twenty-one as I now do. In college I was taught all about the motions of the planets as carefully as though they would have been in danger of getting off their track if I had not known how to trace their orbits; but about my own organization and the conditions indispensable to the healthy functions of my own body, I was left in profound ignorance. Nothing could be more preposterous. I ought to have begun at home, and taken the stars when it should come to their turn. The consequence was, I broke down at the beginning of my second college year, and have never had a well day since. Whatever labor I have since been able to do, I have done it all on credit instead of capital — a most ruinous way, either in regard to health or money. For the last twenty-five years, so far as it regards health, I have been put from day to day on my good behavior, and during the whole of that period, as a Hibernian would say, if I had lived as other folks do for a month I should have died in a fortnight. .... Health has a great deal to do with what the world calls talent. Take a lawyer's life throughout, and high health is at least equal to fifty per cent, more than brain. Endurence, cheerfulness, wit, eloquence, attain a force and splendor with health, which they never can approach without it. It often happens that the credit awarded to intellect belongs to digestion. Though I do not

believe that genius and eupepsy are convertible terms, yet the former can never rise to its loftiest height unaided by the latter. . . . . Again, a wise man, with a great enterprise before him, first looks round for suitable instruments wherewith to execute it, and he thinks it all important to command these instruments before he begins his labor. *Health is an indispensible instrument for the best qualities and highest finish of all work.*"

The maintenance of health is by no means so difficult, nor does it require so much skill as is sometimes imagined. Nature teaches her own laws, (even the brute will avoid that which instinct teaches him will be hurtful), and she always warns before she permanently punishes any breach of those observances which are necessary for our well-being.— Health is not to be maintained, nor even restored, by the "practice of domestic medicine," or by the administration of the various advertised panaceas with which our daily and weekly journals abound; neither those compounds of gamboge, colocynth and blue pill, vended by Morrison, Holloway, & Co.,— nor Du Barry's ground lentil powder, rejoicing in the euphonious title of Revalenta Arabica,— nor even the well-directed prescription of the legitimate practitioner,— will be of service without the strict observance of certain rules and regulations, the performance of which depends entirely upon the patient himself. As we have touched on the subject of "quackery," perhaps it will not be out of place to mention a kind of "quackery" which has often done much harm, and which is frequently practiced in large schools and other establishments for the young; we mean that kind of "domestic practice" which — with Graham, or Culpepper, on the one hand; and senna, salts, rhubarb, and perhaps such potent medicines as calomel and antimony on the other — looks into the "books" for a local pain or isolated symptom of disease, as though it were consulting a lexicon, and then administers the supposed remedies as freely, and with as little compunction, as though it was merely explaining the simple meaning of some ambiguous word or intricate sentence. Now this is wrong; for supposing the case to be one really requiring medicine, if the "dose" given does no harm, it wastes time, and perhaps allows a simple ailment to become actual disease; and besides, when the medical attendant is called in he finds the symptoms masked by the effects of the drugs which have been taken, and cannot be so decided in his measures as if there had been no previous interference. But to proceed. It is one of the fixed and immutable laws of nature that no one organ or system of organs can be long exercised to the neglect and desuetude of the rest, without eventually leading to morbid changes in the over-exercised or neglected organs, or both. In those who read attentively, think deeply, and study diligently, the brain is the organ constantly employed; but the brain in addition to the function of thought, has to supply nervous energy to maintain the stomach in its integrity, so that it may have the inclination to receive and the power to digest food. The heart also requires the assistance of the brain to give it power to propel the vital current through the blood vessels, giving off various important secretions during its passage through the secretary organs, supplying

and nourishing those parts which have been removed by natural or accidental means, until it is returned through the veins, reaches the lungs, there to be exposed to the vivifying and purifying effect of contact with the air and become fitted for the purposes of life, and is finally passed on to the heart, ready again to pursue the same course. Now, all the various processes of digestion, assimilation and nutrition are dependent upon a due supply of nervous power to the organs by which these processes are carried on; and hence it will be evident, from the brief physiological sketch already given, that to keep the brain constantly employed, and at the same time to supply the lungs with an impure and deficient quantity of air, must lead to derangement in some of the vital functions.

These deviations from health soon become evident; the countenance tells tales; the appetite disappears, or becomes fastidious and squeamish; instead of buoyancy of spirits and energy there is a quiet gravity, and but little inclination for light and healthy amusements; but still the mind does not perceive the enfeebled state of the body, unless from some sudden impulse, or the occurrence of events which recall old associations, there is an effort to display the physical energy which existed before a studious life was commenced. Yet although under these circumstances there is not positive disease, still there is a condition of the system liable to disease. Atmospheric changes, which before were borne with impunity, readily give rise to catarrh and other disorders of the respiratory organs. Any slight impropriety in diet or indulgence at table, which at one time caused but little and transient inconvenience, is now followed by days of uneasiness; such as nausea, loss of appetite, thirst, and headache, showing that there is a deficiency in the "healing power of nature," and teaching the suffering that law of nature which insists that even a man's habits and enjoyments must be in conformity with his occupation and position in life. Why is it that those of studious and sedentary habits exhibit the countenance "sicklied o'er with the pale cast of thought?" Because the brain, as it were, monopolizes the nervous energy, and the heart deprived of its proper share, does not possess sufficient power to propel the blood into the smaller vessels on the surface of the body because the blood itself, not having been properly purified and oxygenated by contact with pure air when passing through the lungs, it is vitiated in quality as well as decreased in quantity; and it is partly from this latter cause that we see the pimpled face and the various forms of skin diseases to which those of sedentary habits are liable.

Why does the appetite for food fail, and why is it that the small quantity taken often remain as a load to the stomach, causing pain, heartburn, acidity, offensive breath, and unpleasant taste in the mouth? Because the stomach does not receive a sufficient supply of nervous influence to manifest the *sensation* of hunger; and because the food taken instead of being subjected to the process of digestion, which is purely a vital process, and one especially governed and maintained by nervous influence, undergoes the same fermentation and putrefaction as all animal and vegetable substances do when exposed to the effects of moisture and warmth;

hence acids are formed, gasses are extricated, and irritation is caused by an effete and useless mass.

These facts and physiological explanations are thus plainly given, because, by-and-by, important rules for the maintenance of the health, both of teacher and pupil, and, in fact, of all whose occupations are sedentary, will be deduced from them. To proceed. Not only do the functions of the stomach and the power of the heart suffer, when the brain is the organ chiefly exercised, but likewise the nervous system itself suffers; sometimes as an effect or concomitant of gastric derangement, sometimes as an affection *per se*. There is a state of the nervous system from which those of studious and sedentary habits occasionly suffer, which plainly and painfully shows the effects of intense application and mental exhaustion. It is one which cannot be explained in terms intelligible to those who have never experienced it; and although often made the subject of unkind remarks and unfounded suspicions, still it is, in some cases, an affliction as distressing as any to which the scholar is incident. We mean those sensations which are implied by the expression "How nervous I feel," and which are only known, in their real intensity and suffering, to the debilitated, the anxious, and the studious. Under this state of the nervous system the most trival circumstances will annoy; a thoughtless word said in the most innocent jest will cause mental pain, an "ant-hill" of difficulty will appear a mountain of opposition. With a will disposed to study and acquire information, the least mental effort requires a forced application, and the simple process required to hear and attend to a question and frame a reply, even if that reply be but a monosyllable, is irksome.

Then, again, there are certain disordered states of the nervous system, or, rather of particular nerves, brought on by close and studious habits, (but in which a disordered state of the digestive organs is an almost constant concomitant), which are evidenced by pain and other disordered states of sensation, or of the nerves supplying the organs of sense. First, and most agonizing of these diseases, stands that nervous affection called "tic doloreux; which, from the frequency with which it attacks those of high intellectual attainments and devotion to study, has been designated "the curse of intellect, and the penalty of application."

The nerves supplying the various organs of the senses may be impaired in their function by a disturbed state of circulation within the head, induced by a close and continuous study. In the eye, for instance, vision may be weakened, constituting short sightedness; or perverted, as occurs in those who cannot perceive the distinction of colors; or the impression conveyed to the brain by the optic nerve may be entirely imaginary, to which perversion of function may be referred black spots floating in the air, ocular spectra, and other illusions. In fact, each of the three functions of the brain — namely, sensation, thought, and voluntary motion — may be deranged by constant application and want of exercise and fresh air. In support of this assertion, cases might be cited from innumerable authors, both of the past and the present day; but it is not necessary to

refer to them, for doubtless many of the readers of this paper have, either in themselves or in others who have come under their notice, had many opportunities of observing the pernicious effect of confinement and close study. The mind requires rest as well as the body. We know that long continued muscular exercise causes fatigue; and that after a certain time no manual task is performed either with satisfaction or comfort. It is the same with mental labor. The ardent student, forgetting everything but the attainment of his ambition, may for a time — thanks to a natural good constitution and the regularity of his previous habits — labor without intermission; but soon sleeplessness, dyspepsia, and a host of nervous ailments, remind him that he has a body to care for as well as a mind to cultivate, and that he must not transgress the laws ordained by nature for his own conservation, without paying the penalty of his commissions and his omissions; his mind becomes less vigorous, his memory less retentive, his perception less acute, his judgment less accurate; he becomes melancholy, irritable, and captious, and a gradual increasing imbecility of mind, weakness of the body compels the total abandonment of all intellectual pursuits: whereas, had he but studied in moderation, allowed himself exercise and relaxation, attended to any deviation from health in the functions of his body, he might have gone on increasing his store of knowledge; for if his progress had been more slow, it would have been more free from the interruptions caused by bad health, and consequently more sure. The error of our taxation and continuous mental labor is most common in the meridian of life, when the mental powers appear to be fully developed, and to exist in their full integrity. They demand to be actively employed; the mind seems capable of so much that there appears to be no limit to its capabilities. It is now that genius and a cultivated intellect make their mightiest efforts; they enter the race from which there is no turning back, and in which there is no resting place, with the determination "*aut Cæsar, aut nullus.*" For a time no uneasiness is felt; success, and the pleasure of success, attend every step; the mind, under this stimulus, appears able to master every difficulty and to grasp every undertaking; but the season of mental depression must come, and that which was before all splendor and pleasure now becomes gloom and heaviness. Let the man who is endowed with superior genius, learning, or talent, pause before he abuses and wears out the great and noble gifts with which Providence has blessed him; let him remember that they are given him to use not to abuse; and that it is his duty, both to himself and to his fellow man, to endeavor to preserve his mental powers in their integrity for many years, not to sacrifice them in a few.

Locke.—Mr. Locke was asked how he had contrived to accumulate a mine of knowledge so rich, yet so extensive and deep. He replied that he attributed what little he knew to the not having been ashamed to ask for information, and to the rule he had laid down of conversing with all descriptions of men, on those topics that formed their own peculiar professions or pursuits.

For the Journal of Education.

LETTERS TO A YOUNG TEACHER.

NO. VI.

DEAR TEACHER:—Heed it or not, believe it or not, you are in the school room a teacher of morals. Within the outer form of every act and word, and look, even, of human life there dwells a vitalizing moral element, and this element will be sure to reach your pupils' heart; their susceptible natures will seize it with the strength of an intuition, even when the action or speech that embodied it is above their comprehension and it will abide and act in immortal influence when the imboding form shall have mouldered back to forgetfulness. And here lies, at once, the loftiest privilege and the dreadest responsibility of the teacher's vocation. Think not that your work is done and your contract fulfilled when you have made your pupils expert arithmeticians and skilful grammarians: the heart has come to school to you as well as the head, and takes lessons as regular, and often far more impressive and abiding than those you assign to the intellect. You yourself feel the conviction of this daily stealing over you. Why else is it that you almost involuntary suppress the careless jest, the look of levity or the scurrility, you, alas, may elsewhere indulge in, and put on the air, at least, of candor and virtue in the presence of those little children? Is it not that you feel that eyes bright with faith and affection are scanning every moment your actions, and imitative and impressible hearts are continually drinking in the manifestations of your mind and spirit; that your very breath if laden with profanity would stain their souls with quick and indellible pollution?

The very act that places you in the school-room gives you a high moral influence. Those children come to you from the hands of parents whose confidence has employed you. The fact that a father or mother sends them to you, affords ample license in your pupils' mind to repose at once in you the most implicit confidence. In their eyes you are already installed a very priest of learning, and until your own unguarded actions shall shake their faith, your sentiments and opinions will overawe their judgment as with the authority of inspiration. You come endorsed to them by the whole weight of their parents' influence over them, and

by the more than common learning implied in your character of teacher, and should the kindly dignity of your demeanor at all comport with your high position, you will hold over the minds and hearts of your pupils, an influence greater in many respects than that exercised at the paternal health.

The necessities of your business, too, compells you to teach morals. It is not merely with the intellect that you have to do in the school-room, the passions and affections are stirred by every movement of the intellect, and the mind takes no step in learning without the aid of the heart. All true thought is passion born, and in the fires of strong and roused feelings the mind is moulded to its highest forms of grandeur and power. The discipline of a school is a constant lesson in morals to the pupils. The strict or lax requirement of tasks, the prompt or tardy administration of justice, the various incitements to study and all the machinery of motives by which the teacher secures obedience and carries forward the business of his vocation, bear with a ceaseless pressure upon the forming character of childhood, and the history of many a life, eminent in goodness or infamous in vice, has taken its hue from the influences here predominant.

And this moral education is as important as it is inevitable. No scholarly acquisition however splendid can equal, either in intrinsic worth or as a means to success in life, a well disciplined moral sense. Literature may form the outer frame work of education, but morality is its animating spirit. The honest scholar, though dull, it may be at the outset, will often be seen to rise both in intelligence and influence by the expansive power of a generous and upright nature, while his brilliant but unprincipled school fellow sinks into ignorance and obscurity under the constraint of his own low passions and narrow selfishness. Indeed, it has been doubted by the wisest and best men, whether a merely intellectual culture without a right moral training is desirable. Wicked wit is properly ranked with armed insanity.

Shrink not then from undertaking deliberately and seriously the work of training the moral natures of your pupils. Let no outcry of the timid or opposition of the designing deter you. Holding a position where your influence cannot be rendered neutral, let it not be negative. Wisely resolve to make it positive and right. Compelled to shape the moral growth of your scholars, seek to influence them towards virtue and religion. Aye! religion, for in spite of all decisions of superintend-

ents or legislative enactments, religion, innate in the soul, will enter the school-room. The religious element dwelling in every human heart, either in purity or perversion, can no more be left untouched by the process of education than memory or any other constituant element of mind. God or humanity recognize no neutral ground where the soul may retire to gain a merely intellectual culture. The absence of piety, is impiety, and the failure to teach religion teaches irreligion. Deal, then, with the children under your care as immortal as well as intellectual beings, and remember that in their fitness for immortality lies the whole worth and well being of their minds. Seek to train their minds to every moral habitude and righteous sentiment and hesitate not to appeal to the revealed will of God as the great law of right, and to announce the love of God as the grand duty of life. Pause often in the school-room till the echo of the last retreating footstep of your pupils has died away and left you in solitude and silence, and there on bended knee, there in the midst of the scenes of your daily toil, ask God's benediction upon the youthful minds whom memory will still call around you, and upon yourself as their teacher. Consecrate the place with solemnest prayer, till it shall seem to you sanctified to the holiest and most unselfish efforts for the good of your school and your race, and in the strength and with the spirit thus invoked from heaven come to your great task work, and you will succeed; not with the success merely that is measured by pages recited and problems solved, but with that grander and better success, whose triumphs are shown in men of educated mind and moral might who, to the scholar's love of science, add the christian's love of God, and who dignify literature with the nobility of high and useful purposes, while they make the light of their learning ever subservient to the good of humanity.

Finally it is not required that you shall for the purpose of training the morals, give stated lessons in moral philosophy or form regular classes in the study of religion. Teach it as the Great Teacher taught, "here a little and there a little," "line upon line and precept upon precept." Let your pupils be accustomed in every doubt or dispute to inquire what is right. Let the moral character of all actions be sifted and explained, and the grand ends and obligations of life, constantly recognized. Let the breathings of your own soul be redolent of truth and benevolence and make the whole atmosphere of the school hostile to mean, vicious and selfish purposes and conduct. Let its spirit be instinct with the love of virtue and of noble and useful emprise. Rest not, till your pupils yield

a far readier obedience to a simple appeal to their moral sense than to any threat of punishment or promise of reward. Thus and thus only, will you be able to point without shame to your handywork and meet your pupils without guilt at the assize of Heaven.

Yours sincerely,

SENIOR.

The late Dr. Arnold, Head Master of Rugby School.

Dr. Thomas Arnold, of Rugby, stands by common consent, at the head of the list of eminent instructors of the present century. His world-wide reputation, as a teacher, is, however, chiefly posthumous. He died at the age of forty-seven years, on the morning of the 12th of June, 1842; and so suddenly did the messenger of death come, that his departure was announced to some of the members of his own household before they knew that he was ill.

Prompted by the general grief for his loss, all the leading Reviews of Great Britain immediately after his death, and almost simultaneously, united in a tribute to his memory, and a notice of his character as a teacher and as a man. The highest praise was awarded to his moral honesty, his personal virtues, to his beautiful Christian life, to his earnest labors as a teacher at Rugby, and his splendid qualifications as a Professor at Oxford. Of these tributes, some of the most beautiful and touching were found in those journals whose views on subjects of the highest moment he had opposed with all the energies of his most earnest nature.

The world had not expected to hear of such a character in the person and calling of a schoolmaster. It was a rare, if not a new thing, that a scholar of the highest clerical standing and ability, and equally competent to shine in the Senate or in the Cabinet, should be found devoting the best energies of his best days to the drudgery of school instruction. And it was especially marvellous that this pedagogue should be able, or dare to make so much noise in the world, outside his school-room, without even asking liberty of the Trustees.

Men wished to be better acquainted with a character, which, like that of Socrates, was distinguished for a passionate love of truth and justice, for tireless industry, for the rarest attainments and the profoundest humility, for the most scrupulous piety to God, and the tenderest sympathy for mankind, especially for those who were suffering by reason of poverty, ignorance and self-delusion, and finally for his consummate courage in the defence of principle, and his recklessness of any evil consequences to himself in any controversy where truth and duty were at stake.

It falls not to the lot of any teacher to educate all the geniuses of his time. Few, comparatively, of Arnold's pupils, have or will become famous. It was his glory, as it is of all good educators, not so much because he helped a few to become famous, as that he prevented a great

many from becoming infamous; and especially because he was very influential in making nearly all his scholars useful and respectable. The preventive processes which form so large a part of all moral training of the right kind, do not admit of much display, nor bring a great reward of public favor; still, this great service must be performed by the teacher, however thankless the task may be, or society itself must perish, in spite of all that the best talents rightly trained can do to save it.

No man has lived in our times in whom the truly Christian ideal of self-sacrifice for others' good, was a principle so intensely active; and his chief glory as a teacher was that he had most vivid views of what an educated mind controlled by Christian principle is worth, as a minister of good to the poor and ignorant and sinful, as a blessing to the state in which are embodied the common and undying life and character of a people, and especially as connected with the Christian commonwealth, or the immortal kingdom of God on earth, into which every Christian scholar should be incorporated. His intense benevolence manifesting itself in his love for friends, for his country, and for the glory of God, was the secret of all his power, not only as a preacher, but in an equal degree in his instructions of the "sixth form." It was this high moral quality on which Dr. Hawkins rested his prophecy, that if Arnold was elected to the head mastership of Rugby, "he would change the face of education all through the public schools of England."

We have no doubt of his ability as a teacher in the classics, and especially in the department of ancient history. We doubt whether there was any school-room in England, even any of the University lecture-rooms, that was the scene of greater intellectual ardor than that of Dr. Arnold's "sixth form" recitation-room. But the secret of that interest was not his ability to impart knowledge, so much as to show its uses, to provoke thought, and to inspire sentiments and motives which could not fail to produce the greatest intellectual activity and the happiest moral results. The common intellectual stimulants, such as that of personal competition, were superseded by the higher inducements, in the full appreciation, of the ends and uses of all mental culture, the making the most of life for the noblest purposes. Nor was the relation of cause and effect in this instance an intangible or remote one. The fruits of Arnold's labors as a teacher, were not only abundant, but soon visible and appreciated. When he began his career, not only the ancient Public Schools, but the Universities of England, were in a moral condition that was truly deplorable. They were the seats of profligate dissipation, and almost entirely destitute of young men of high, moral and religious character. It was soon noticed that Arnold's pupils went through the fiery ordeal of temptation unhurt, that they maintained a good standing as scholars, and were high-minded, upright, thoughtful and earnest men. The little leaven became contagious. The noble example of Rugby was imitated, and moral and religious men were no longer objects of ridicule as formerly at the Universities.

It should not be forgotten that Dr. Arnold aimed to do what he did,

chiefly by the instrumentality of teaching. In the pulpit he was still the teacher. What he said there was presented in the concrete form of school instructions, teaching the theology or the divine philosophy, just as he taught his classes the philosophy of individual and social life, by the study of history.

It should also be remembered that Dr. Arnold deliberately chose the calling of a teacher, that he might thereby most directly move the machinery of the whole social system in the way of doing good, not only to his own pupils as men by themselves, but that through them he might affect the public heart and the public conscience, so as to bring about those reforms in the State and in the Church, which were intimately connected with the glory of England, and the welfare of every people on earth under the influence or control of England. He chose the teacher's calling because of his love for it, not because he could not succeed in any other calling. He was always reckoned by those who knew him best, as one of the choice scholars and thinkers of his age. He had attained the highest rank in the clerical profession before his election as Head Master at Rugby. Burning with an intense desire to benefit his race and age, and conscious of his ability to do service, he felt that his best field of labor was in the school-room, and that from that high vantage ground he could make his influence felt, not only by his teachings and inspirations, as conveyed by his living voice and presence to the crowds of talented young men that thronged the school-room; but also by an indirect influence, which should reach over to the ends of the earth.—*Princeton. Review.*

THE POWER OF LOVE.—The following delightful illustration of the power of love over the hardest hearts will be acceptable, and we trust profitable to our readers: The colony of Petitbourg is an establishment for the reformation of juvenile offenders—the instruction of abandoned children (boys)—who are found without any parental care, wandering about the streets of Paris. It is supported by voluntary contributions. The boys are taught all sorts of outdoor and indoor work, and have regular seasons of recreation. When any one commits a fault requiring grave punishment, the whole of the boys are assembled, as a sort of council, to deliberate and decide on the sort of punishment to be inflicted, which consists usually of imprisonment in a dungeon of a number of days, and of course no participation in the recreations of the community.

There are at present about 130 boys in the institution. Now, here is the peculiarity of the discipline. After sentence is passed by the boys, under the approval of the director, the question is put "Will any of you consent to become the patron of this poor offender, that is, to take his place now and suffer in his room and stead, while he goes free?" And it rarely happens but that some one is found to step forward and consent to ransom the offender by undergoing his punishment for him—the offender being in that case merely obliged to act as porter in carrying to

his substitute in the dungeon his allowance of bread and water during all the time of his captivity. The effect has been the breaking of the most obdurate hearts of the boys by seeing another actually enduring willingly what they have deserved to suffer.

A remarkable case occurred lately. A boy, whose violent temper and bad conduct had procured his expulsion from several schools in Paris, and who was in a fair way of becoming an outlaw and a terror to all good people, was received into the institution. For a short time the novelty of the scene, the society, the occupations, &c., seemed to have subdued his temper; but at length his evil disposition showed itself by his unclasping his knife on a boy with whom he had quarreled, and stabbing him in the breast. The wound was severe, but not mortal; and, while the bleeding boy was carried to the hospital of the colony, the rest of the inmates were summoned to decide on the fate of the criminal. They agreed at once on a sentence of instant expulsion, without hope of re-admission. The director opposed this, and showed them that such a course would lead the poor desperate boy to the scaffold or the galleys. He made them think of another punishment. They fixed upon imprisonment for an unlimited period. The usual question was put, but no patron offered himself, and the culprit was marched off to prison.

After some days, the director reminded the boys of the case; and on the repetition of the call, "Will no one become the patron of this unhappy youth?" a voice was heard, "I will!" The astonished boys looked round, and saw coming forward the very youth who had been wounded, and who had just been discharged from the sick ward. He went to the dungeon and took the place of his would-be murderer (for had the boy's physical strength been equal to his passion, the blow must have been f tal, both boys being only nine or ten years old); and it was only after the latter had for some time carried the pittance of food to his generous patron, and seen him, still pale and feeble from the effects of his wound, suffering for him privation of light, and liberty, and joy, that his stout heart gave way—he cast himself at the feet of the director, confessing and bewailing with bitter tears the wickedness of his heart, and expressing the resolution of leading a different life for the time to come. Such a fact needs no comment.—[*Christian News.*

Greatness.—He that can understand and delight in greatness was created to partake of it; the germ is in him; and sometimes this admiration in what we deem inferior minds, discovers a nobler spirit than belongs to the great man who awakens it; for sometimes the great man is so absorbed in his own greatness as to admire no other; and I should not hesitate to say that a common mind, which is yet capable of a generous admiration, is destined to rise higher than the man of eminent capacities, who can enjoy no power or excellence but his own.—*Channing.*

THE PEOPLE'S COLLEGE.—Not the common school, but the home circle deserves rightly this title. What are its fireside, its table, its kitchen, its parlor, but so many lecture rooms, where the recitation ever goes on and where childhood is ever taking lessons in the science and arts of actual life. Here the people learn to walk and talk, to eat and drink and dress in a civilized way; to use their eyes and hands, to feel and think and hope and all the thousand things that distinguish the man from the helpless infant, and go to make up the common character. In this college the father and mother are the professors, the brothers and sisters tutors, and every article and attitude a text book, while words, actions, smiles, tears, frowns, all sights and all sounds are lessons, unfolding the young intellect, rousing or repressing the affections, and stamping character upon the whole man.

WHY DO WE READ?—If only to wile away the vacant hour, or to post through miles of paper, or to gain the credit of being a "great reader," our books may be consigned to the flames for all the good they do us. As the body requires nourishment, so does the mind, not taken at random, but regularly, and with consideration, so as to suit the mental diet to the mental constitution; and as the body without sustenance could not fulfil its appointed services, so the mind, if left unfed and unstrengthened, could not perform its varied and important work. Why then do we read? Let it be to fit us for thinking, for living, for working; let it be to honor Him who, having given us the magnificent palace of the mind, cannot be pleased when it is left unfurnished and untenanted, and consequently rendered by degrees useless and uninhabitable. But how do we read? If our reading is designed for any thing better than "much talk and little knowledge," it is equally important and difficult to know how to read! more difficult than our early exploits in alphabet and spelling-book, for it requires patient and laborious mental operations, to meet the mere external one, of pouring in knowledge at eye and ear. A master of the subject says: "Reading furnishes the mind only with materials of knowledge; it is making what we read ours. We are of the ruminating kind, and it is not enough to cram ourselves with a great load of collections; unless we chew them once again they will not give us strength and nourishment. .... To which let me add, that this way of thinking on, and profiting by what we read, will be a clog and rub to any one only in the beginning; when custom and exercise have made it familiar, it will be despatched, in the most occasions, without resting or interruption in the course of our reading."

Let us read, then, so as to increase, to elevate, to furnish thought. Let us read patiently—not excitingly rushing through a book to know the end of it, or to begin another in haste, or to have the satisfaction of getting through so many volumes. Let us read systematically — not adhering too pertinaciously to our own rule, and the rules of others, but modifying, altering and increasing a judicious course of reading, accord-

ing to our better acquaintance with our own mental wants and peculiarities. It is well not to despise the aid of notes and abstracts, so as to gather up fragments which might otherwise be lost to our memories — to record our own impressions — make our own reflections and illustrations, and thus prove our own progress. Let us strive against that besetting sin amongst us — superficiality. If all were as candid as Hannah More's heorine, her confession would not be a very uncommon one.

"I seized on learning's superficial part,
And title-page and index got by heart,
Some learned authority I still would bring
To grace my talk, and prove — the plainest thing.
This the chief transport I from science drew,
That all might know how much Cleora knew."

IMPORTANCE OF TRUTH.—Who can tell how soon science may throw her light on that truth that is now discarded, and show its application to some useful purpose? The falling of an apple is an insignificant thing, considered in itself, yet it was the clue that led Newton to some of the grandest discoveries in Philosophy. How many ages passed away, before a Fulton conceived the utility and application of steam? Is any man prepared to say, that all that may be known of value, is already known? Let me say, truths are previous things; they are the pioneers to grand and useful discoveries; they are diamonds that are sparsely strewn along the shore of time; if we find one let us preserve it, husband it as a miser does his gold; the day may come when we can use it. Pure science is always modest. It vaunteth not itself, is not puffed up, acteth not rashly, but rejoiceth in truth.—*Pitts. Ch. Advocate.*

GOETHE calls Architecture "frozen music;" defines the classic by the word *beauty*—the romantic, *sickly.*

Many a true heart that would have come back, like a dove to the ark, after its first transgression, has been frightened beyond recall by the angry look and the menace—the taunt, the savage charity of an unforgiving spirit.

The march of Providence is so slow and our desires are so impatient—the work of progress is so immense, and our means of aiding it so feeble—the life of humanity is so long, and the life of individual men so brief that what we see is often only the ebb of the advancing wave; and thus discouragement is our enviable lot. It is only History that teaches us to hope.

LAYING UP WEALTH FOR OUR CHILDREN.—The injurious consequences so frequently flowing from this practice do not seem to secure any very serious attention, else the foolish practice would be less common than it is. It is a moderate estimate that more than half of those left rich by their parents have become ruined and bankrupt both in business and in moral character. If the efforts of parents were directed more to the right training of their children, and to the formation of good habits and principles in them, there would be fewer such results.

Mental Dissipation.

Many dwarf the intellect, and dissipate the power of thought, by flitting from subject to subject. This week they are down in the bowels of the earth with the geologist; the next they are soaring through the stellar spaces with the astronomer. Now history is all the rage with them; and the next time you meet with them, they are arm in arm with Milton and Shakspeare. Now they are encircled with glasses, and jars, and blow-pipes; again the analysis of matter has been given up for the analysis of mind, and the chemical gasses supplanted by the mists of metaphysics.

To-day they are skipping through the Elysian fields of poetry and romance; to-morrow they are attempting to square the circle or discover the perpetual motion. They begin Greek to-day and exchange it for German to-morrow. This month is spent in magazine and review reading; the next they are mastering grammar and composition. To-night they are off to a popular lecture; the next they are spouting at a debating club.

Thus the mind is never permitted to settle itself to continuous and concentrated action; its capacities are frittered away; it loses the tone of health and soundness; it becomes sickly and capricious like the bodily appetites of the man who is continually passing from dish to dish, asking a slice of this and a spoonful of that, now something hot and then something cold, now something sweet and then something bitter, crowding and enfeebling his stomach with the strangest and incongruous mixtures. —*Rev. John Edwards.*

Reading aloud with the teeth closed, is a certain cure for stammering. It should be practiced for two hours a day, for three or four months. The recommender of this simple remedy says, "I speak with certainty of *its* utility."

Youths' Department.

Daniel Webster at School.

Read the following, boys, and learn never to laugh at school-mates who seem awkward and unpolished in appearance. How do the boys now look who ridiculed Daniel Webster? Learn also from Webster's course, that the true path to honor and success, is through diligent application to study.

When Webster first entered the Phillips Academy, he was made, in consequence of his unpolished, country-like appearance, and because he

was placed at the foot of the class, the butt of ridicule by some of the scholars.

This treatment touched his keen sensibility, and he spoke of it with regret to his friends where he boarded. They informed him that the place assigned him in the class was according to the standing regulations of the school, and that by diligence he might rise above it. They also advised him to take no notice of the laughter of the city boys, for after a while they would become weary of it, and would cease. The assistant tutor, Mr. Emery, was informed of the treatment which Webster received. He, therefore, treated him with special consideration, told him to care for nothing but his books, and predicted that all would end well. This kindness had the desired effect. Webster applied himself with increased diligence, and with signal success. He soon met with his reward, which made those who had laughed at him hang their heads with shame. At the end of the first quarter, the assistant tutor called up the class in their usual order. He then walked to the foot of the class, took Webster by the arm, and marched him, in front of the class, to the head, where, as he placed him, he said: "There, sir; that is your proper place." This practical rebuke made those who had delighted to ridicule the country boy feel mortified and chagrined. He had outstripped them. This incident greatly stimulated the successful student. He applied himself with his accustomed industry, and looked forward with some degree of solicitude to the end of the second term, to see whether he would be able to retain his relative rank in the class. Weeks slowly passed away; the end of the term arrived, and the class was again summoned to be newly arranged, according to their scholarship and deportment, as evinced during the preceding term! Whilst they were all standing in silence and suspense, Mr. Emery, their teacher, said, fixing his eye at the same time upon the country boy: "Daniel Webster, gather up your books and take down your cap." Not understanding the design of such an order, Daniel complied with troubled feelings. He knew not but he was about to be expelled from school for his dulness. His teacher perceived the expression of sadness upon his countenance, but soon dispelled it by saying: "Now, sir, you will please pass into another room, and *join a higher class;* and you, young gentlemen," addressing the other scholars, "will take an affectionate leave of your class-mate for *you will never see him again!*" As if he had said: "This rustic lad, whom you have made the butt of ridicule, has already so far outstripped you in his studies that, from your stand-point, he is dwarfed in the distance, and will soon be out of sight entirely. He has developed a capacity for study which will prevent you from ever overtaking him. As a classmate, you will never see him again."

It would be interesting to know who those city boys were, who made the young rustic an object of sport. What have they come to? What have they accomplished? Who has heard of the fame of their attainments? Scholars should be careful how they laugh at a class-mate because of his unpolished manners or coarse raiment. Under that rough exterior may be concealed talents that will move a nation and dazzle a

world, when they in their turn might justly be made a laughing stock on account of their inefficiency.—*Banvard's Life and Character and Daniel Webster.*

The Path to Heaven.

We select the following beautiful and instructive allegory from a pleasant Sabbath school book, entitled "The Old Man's Home." Little Annie was mourning for the death of a pious old pauper, who had been under her father's charge, and from whom she had learned of the heavenly home. To the question whether she did not expect to meet him again in that home; or whether her home was different from his:

"Oh, no," she answered, with unexpected earnestness, "we are all children of the same Father, and all travel to the same Home—that is," she added looking down, and coloring deeply, "if we are careful to keep in the path that leads to it."

"And what path is that, Annie?"

"The path of trustful obedience, and quiet faith, and holy love," was her immediate reply.

I knew at once that the words were not her own, but that she spoke from memory, and that I had accidentally led her to one of the old man's allegories. I was anxious for my own sake to hear more of it, and it seemed to me that it might be good for her own sorrow, to turn her thoughts for a little while into this channel; so I continued:

"And is it a pleasant path, Annie, that leads us home?"

"It is an up-hill path," she said; "but, as we walk along, it, we can, if we will, awake soft notes of music beneath our feet, and there are whispering winds to cheer us on our way."

"And what, Anne," I asked, "do you mean by the soft music and the whispering wind?"

"The soft music is prayer," she replied, "and the whispering wind, the Holy Spirit of God."

"And can we," I said, "have the soft music without the whispering wind? I mean, can we pray without the assistance of God's Holy Spirit?" But there was no need for me to have explained the question; the language of allegory was most familiar to the mind of the child, and she had recourse to it in her reply. "No, sir," she said, "for the spirit of harmony dwells in the breeze; and it is the wind alone that gives life to the music, and bears it upward from earth to Heaven."

I cannot tell how far she realized the deep meaning of these words, for I did not venture to examine her upon them. I was afraid lest I should only render indistinct the image which they conveyed to her mind, by touching the colors with an unskilful hand.

Presently I resumed:—"It must, Annie, I think, be a pleasant path along which the wind thus murmurs, and the music plays!"

"It is a pleasant path," she replied, "and yet it is very thickly covered with thorns." "But," she added, and from the smile which for a moment lit up her countenance, it seemed as though this were the metaphor which pleased her best, "they are all magic thorns; and if we look upward to the clear, blue sky, and tread firmly upon them, they keep changing into flowers."

"And is there not another path," I said, venturing to guess at the conclusion of the allegory, "which leads away from home, and along which the flowers, as you tread upon them, keep changing into thorns?"

But I was wrong in my conjecture, for she looked perplexed, and replied, "I do not know, sir, about the other paths; the old man never used to talk to me but of one." And I felt ashamed of my question, as I said within myself, "oh, happy child, to know as yet but of one path: and happy teacher, to have so shared the innocency of childhood as to have spoken to her but of one!"

Presently, however, she continued, as though she observed my confusion: "But, sir, he said there were flowers which grow by the way-side. When the wind blows softly upon them they perfume the air; and their fragrance is very sweet and pleasant to those who pass them by; but if we stop to gather them, then they become magic flowers, and keep changing into thorns. And do you know, sir, why it is so?"

"Not exactly," I replied; "I should like you to explain it to me."

"Because, sir," she said, "when we gather them, we stoop down, and turn our eyes towards the earth, instead of gazing upward on the clear, blue sky."

"But, Anne," I observed, "you have not yet told me what are the flowers which we gather, or the thorns on which we tread."

"The thorns," she replied, "are the trials and afflictions which God sends us; the flowers are the pleasures and amusements which we make choice of for ourselves."

"Then, Annie," I said, "the children who gather the magic flowers are those who follow their own will, while those who tread upon the magic thorns are such as submit themselves quietly to the will of God."

Her countenance became grave, and I saw that she already guessed my meaning. I thought her mind was now sufficiently prepared to allow me to apply directly to her own case the old man's allegory; and it seemed as though his spirit were resting upon me while I did so, and I used almost unconsciously the language of metaphor.

"Annie," I continued, "a very sharp and piercing thorn was but yesterday placed in your path. Your foot is young and tender, and I do not wonder that you should shrink from treading upon it." She trembled violently at this direct allusion to her grief, and yet looked anxiously in my face, as though she wished me to say more. My own voice began to falter, and I could only add, "But, believe me, your kind friend did not deceive you; the thorn of affliction lies on the path homewards; and

if you have but courage to walk quietly on, there is none that with greater certainty will change into a flower. Go, Annie, and awaken rhe soft music, and you will be cheered by the whispering wind."

Wonderful Trees.

Among the remarkable trees in the world, the following, of which we have compiled brief descriptions, are some of the most curious:

The Dwarf Tree.—Captains King and Fitzroy state that they saw a tree on the mountains near Cape Horn, which was only one or two inches high, yet had branches spreading out four or five feet along the ground.

The Sack Tree.—There is said to be a tree in Bombay, called sack tree, because from it may be stripped a very singular natural sack, which resembles felt in appearance.

The Tallow Tree.—This is found in China. It is called the tallow tree, because a substance is obtained from it resembling tallow, and is used for that purpose. It grows from twenty to forty feet high.

Lace Bark Tree.—In the West Indies is found a tree, the inner bark of which resembles lace or net-work. This bark is very beautiful, consisting of layers which may be pulled out into a fine white web, three or four feet wide. It is sometimes used for ladies' dresses.

The Sorrowful Tree.—At Goa, near Bombay, there is a singular vegetable, the sorrowful tree—so called because it only flourishes in the night. At sunset no flowers are to be seen; and yet, half an hour after, it is quite full of them. They yield a sweet smell, but the sun no sooner begins to shine upon them than some of them fall off, and others close up; and thus continues flowering in the night all the year.

The Great Chesnut Tree.—On the one side of Mount Ætna there is a famous chesnut tree, which is said to be one hundred and ninety-six feet in circumference, just above the surface of the ground. Its enormous trunk is separated in five divisions, which gives it the appearance of several trees growing together.

The Ivory-Nut Tree.—The Ivory-nut tree is popularly called the Tagus Plant, and is common in South America. The tree is one of the numerous family of palms, but belonging to the order designated as screw pine tribe. The natives use their leaves to cover their cottages, and from the nuts make buttons and various other articles.

In an early state the nuts contain a sweet milky liquid, which afterwards assumes a solidity nearly equal to ivory, and will admit of a high polish. It is known as ivory-nut, or vegetable ivory, and has recently been brought into use for various purposes.

The Brazil-nut Tree. — The Brazil-nut Tree may justly command the attention of the enthusiastic naturalist. This tree thrives well in the province of Brazil and immense quantities of its delicious fruit is annually exported to foreign countries.

It grows to the height of from fifty to eighty feet, and in appearance is the most majestic ornament of the forest. The fruit in its natural position resembles a cocoa-nut, being extremely hard, and about the size of a child's head. Each one of these contains from twelve to twenty of the three-cornered nuts, nicely packed together. And to obtain the nuts as they appear in market, these shells have to be broken open.

During the season of their falling, it is dangerous to enter the groves where they abound, as the force of their descent is sufficient to knock down the strongest man. The natives, however, provide themselves with wooden bucklers, which they hold over their heads while collecting the fruit from the ground.

THE CANNON-BALL TREE.—Among the plants of Guinea, one of the most curious is the cannon-ball tree. It grows to the height of sixty feet, and its flowers are remarkable for beauty and fragrance, and contradictory qualities. Its blossoms are of a delicious crimson, appearing in large bunches, and exhaling a rich perfume.

The fruit resembles enormous cannon balls, hence the name. However, some say it has been so called because of the noise which the balls make in bursting. From the shell domestic utensils are made, and the contents contain several kinds of acids, besides sugar and gum, and furnish the materials for making an excellent drink in sickness. But, singular as it may appear, this pulp, when in a perfectly ripe state, is very filthy, and the odor from it is exceedingly unpleasant.

THE BREAD-FRUIT TREE.—This tree is found on the islands of the Pacific Ocean. The trunk rises to the height of thirty or forty feet, and attains the size of a man's body. The fruit grows about the size of a child's head. When used for food, it is gathered before it is fully ripe, and baked among ashes, when it becomes a wholesome bread, and in taste somewhat resembles fresh wheat bread.

This is a very useful tree to the natives, for, besides its fruit, which supplies them with food, its trunk furnishes timber for their houses and canoes; the gum which exudes from it serves as pitch for the vessels, and from the fibres of the inner bark a cloth is made to cover their persons.

THE YEW TREE.—Mrs. Stowe, in her new work, entitled, "Sunny Memories of Foreign Lands," gives the following description of the yew tree, of which we have read so much in English Literature:

"Here in England, I think, they have vegetable creations made on purpose to go with old, dusky buildings; and this yew tree is one of them. It has altogether a most goblin-like, bewitched air, with its dusky black leaves and ragged branches; throwing themselves straight out, with odd twists and angular lines, and might put you in mind of an old raven with some of his feathers pulled out, or a black cat with her hair stroked the wrong way, or any other strange, uncanny thing. Besides this, they live almost for ever; for when they have grown so old that any respectable tree ought to be thinking of dying, they only take another twist and so live on another hundred years. I saw some in England seven hundred years old, and they have grown queerer every century."

THE CALIFORNIA SNAKE-BIRD.—Alexander S. Taylor, of Monterey, in his "Familiar Sketches of the Natural History of California," says, that in the coast countries of Southern California there exists a singular species of bird, generally called on account of his well known mortal aversion to all members of the snake tribe, the "snake-bird." It is not a bird of prey, but lives entirely on grain, like the gallinacea. When full grown, it measures two feet from the end of its tail to the tip of its beak. The tail has four or five long feathers tipped with white. Its feet are furnished with four toes, two in front, and two behind, and all are guarded with sharp, needle like claws. The color of the bird is a mottled, yellowish gray, and it rarely attains the weigh of a pound. Its beak is two-and-a-half inches long, and very hard and sharp.

When this bird finds a rattlesnake — and rattlesnakes are to be found in great numbers in Southern California, wherever the ground is covered by the cactus plant—it immediately proceeds, with the greatest caution and dispatch, to gather the fallen cactus fruit and dry lobes, and quietly enclose him to the height of a foot or more—the spikes and spines of the plant, strong and sharp as needles, serving as an insurmountable barrier to the escape of the snake. This being accomplished, the bird gathers with its feet and claws the young cones of the pine which are as hard and heavy as stones, and hovering over its enemy, lets them fall, one by one, from a height of five or six feet, upon the infuriated viper, who, surrounded by prickles and points wherever he turns, is soon fully aroused to the danger of his position. The bird, with malicious screams, continues to drop cone after cone, until his foe is exhausted, and then picks the snake to death with his iron beak.

THE IMMENSITY OF THE UNIVERSE.—As a proof of what an immense book the heavens are, and also of the indefatigability of the student-man in turning over its leaves, Doctor Nichol, in his work describing the magnitude of Lord Rosse's telescope, says that Lord Rosse has looked into space a distance so tremendous, so inconceivable, that light which travels at the rate of 200,000 miles in one second, would require a period of 250,000,000 of solar years, each year containing about 32,000,000 of seconds, to pass the intervening gulph between this earth and the the remotest point to which his telescope has reached! How utterly unable is the mind to grasp even a fraction of this immense period, to conceive the passing events of a hundred thousand years only is an impossibility, to say nothing of millions and hundreds of millions of years. The sun is ninety-five miilions of miles from the earth, yet a ray of ligh will traverse that immense distance in 480 seconds, long as the distance may have seemed to be passed in so short a time, what comparison can the mind frame between it and that greater distance, which Doctor Nichol and Rosse demonstrate would require every second of that time to represent more than five hundred years! And recollect the study of Astronomy is not only useful to excite the emotions of grandeur and sublimity at such discoverics, but it is the basis of navigation and of our note of time, and unites the strictness of mathematical reasoning, and the most certain calculations.

No Excellence Without Work.—The most obvious reason why men of genius have been superior to other men is that they have taken more pains than other men. Gibbon was in his study every morning, winter and summer, at six o'clock. Mr. Burke was the most laborious and indefatigable of human beings. Leibrits was never out of his library. Pascall killed himself by study. Cicero narrowly escaped death by the same cause. Milton was at his books with as much regularity as a merchant or an attorney — he had mastered all the knowledge of his time; so had Homer.—*Sidney Smith.*

A Fox Story.—One of the drollest incidents in fox-hunting was that at Newry, in Ireland, when, being pursued very hotly, the fox leaped on to the top of a turf-stack, where he laid himself down quite flat. At last, one of the hounds perceived him, and he was obliged again to run. After this, he climbed up a stone wall, whence he sprang on to the roof of a cabin near by, and mounting to the chimney top, from thence inspected his enemies. An old hound, however, followed him, and was on the point of seizing him, when Reynard dropped down the chimney into the lap of an old woman, who was smoking her pipe at the corner. The hound did not dare to follow, but the sportsmen came up, and entering the cabin, found it in possession of the fox; the frightened woman and children huddled into one corner, and the fox (who was taken alive) grinning at them.

Size of our Great Lakes.—The latest measurements of our fresh water seas are these:

The greatest length of Lake Superior is 335 miles; its greatest breadth is 160 miles; mean depth 998 feet; elevation 627 feet; area 23,000 square miles.

The greatest length of Lake Michigan is 360 miles; its greatest breadth 108 miles; mean depth 900 feet; elevation 587 feet; area 23,000 square miles.

The greatest length of Lake Huron is 200 miles; its greatest breadth is 160 miles; mean depth 900 feet; elevation 574 feet; area 20,000 square miles.

The greatest length of Lake Erie is 250 miles; its greatest breadth is 80 miles; its mean depth is 84 feet; elevation 555 feet; area 6,000 square miles.

The greatest length of Lake Ontario is 180 miles; greatest breadth 65 miles; its mean depth is 500 feet; elevation 262 feet; area 6,000 square miles.

The total length of all five is 1,585 miles, covering an area, altogether, of 90,000 square miles.

☞ Every artist who does not propose to himself a noble and a social end, fails in his work. What imports it to me that he passes his life in the contemplation of a butterfly's wing or the petal of a rose? Give me rather the smallest discovery useful to man, or the simplest aspiration for good of humanity.

PROBLEMS.

A certain city lot is 50 feet by 80 feet. Suppose a cellar 20 feet square and 6 feet deep, to be dug in the lot, and the dirt taken from it spread upon the rest of the lot; how much will it be raised thereby?

How many cubic inches are contained in the largest cube that may be put in a hollow sphere 3 feet in diameter?

If $\frac{3}{4}$ds of a guest eat 4-5ths of a pound in a party of 40, how much will go round?

THE VOWELS.

We are little airy creatures,
All of different voice and features;
One of us in *glass* is set;
One of us you'll find in *jet*.
Another you may see in *tin*,
And a fourth a *box* within;
If the fifth you should pursue,
It can never fly from *you*.

TRUE WIT.

True wit is like the brilliant stone,
Dug from the Indian mine;
Which boasts two diff'rent powers in one,
To *cut* as well as *shine*.
Genius, like that, if polished right,
With self-same gifts abounds;
Appears at once both keen and bright,
And *sparkles* while it *wounds*.

ARISTOTLE, on being censured for bestowing alms on a bad man, made the following noble reply: "I did not give it to the man; I gave it to humanity."

TRACING PAPER.—A sheet of fine thin white paper dipped into a thick solution of gum arabic, and then pressed between two dry sheets, renders the three transparent when dry; it is very useful for tracing purposes, as it can either be written or painted upon.

SIR WALTER SCOTT—Sir Walter Scott gives us to to understand that he never met with any man, let his calling be what it might, even the most stupid fellow that ever rubbed down a horse, from whom he could not, by a few moments' conversation, learn something which he did not before know, and which was valuable to him. That will account for the fact that he seemed to have an intuitive knowledge of every thing.

TIME FOR SELF-CULTURE.—It is asked, says Channing, how can the laboring man find time for self-culture? I answer that an earnest purpose finds time, or makes time. It seizes on spare moments, and turns fragments to golden account. A man who follows his calling with industry and spirit, and uses his earnings economically, will always have some portion of the day at command. It has often been observed that those who have the most time at their disposal profit by it the least.

THE WONDERS OF PHOTOGRAPHY.—At a conversation at the Polytechnic Institution, in Paris, a curious illustration was given of the capabilities of photography in experienced hands. Two photographs were exhibited, one the largest, and the other the smallest, ever produced by the process. The first was a portrait the full size of life, and the last was a copy of the front sheet of the *London Times* on a surface scarcely exceeding two inches by three. Both pictures were exceedingly perfect; the portrait, it is said, being more pleasant and far more correct than those usually produced, while the copy, nothwithstanding its exceeding minuteness, could be read without the assistance of a magnifying glass.

REMARKABLE DISCOVERY IN ITALY.—It is stated in a letter quoted by the Parliamento of Turin, of June 2, that the tomb of Odoacer, King of Heruli, has been discovered at Ravenna by some workmen who, it appears found the body encased in a suit of armor of gold, which they broke into pieces and secretly sold. The matter was, however, soon divulged, and further investigation has led to discovery of some precious articles which had escaped the rapacity of the culprits, and of a monumental inscription confirming the fact of its being the tomb of Odoacer. Odoacer was king of the barbarians who overthrew the Western Roman empire in the year 476. He was murdered by his conqueror, Theodoric the Great, A.D. 493, and was burried at Ravenna, where, after the lapse of thirteen hundred and sixty years, his remains have been.

I have read books enough says Sir Walter Scott, and observed and conversed with enough of eminent and splendidly cultivased minds, too, in my time; but I assure you I have heard higher sentiments from the lips of poor, uneducated men and women, when exerting the spirit of severe, yet gentle heroism, under difficulties and afflictions, or speaking their simple thoughts as to circumstances in the lot of friends and neighbors, than I ever yet met with out of the pages of the Bible.

☞ Let you be ever so pure, you cannot associate with bad companions without failing into bad odor. Evil company is like tobacco smoke —you cannot be long in its presence without carrying away a taint of it.

☞ "Suckers" is the designation of the people of Illinois, because, as is said, the Galena miners used to appear in spring about the time the suckers, a large fish of the west, ascended the rivers.

Nothing sets so wide a mark between a vulgar and a noble soul, as the respect and reverential love of womankind. A man who is always sneering at women is generally a coarse profligate or a coarse bigot.

Mr. Nichols, of Cleveland, has engaged Bayard Taylor to deliver two hundred lectures in western cities and towns during the approaching long evenings.

Those two celebrated divines, Drs. South and Sherlock, were disputing on some religious subject, when the latter accused his opponent of using wit in the controversy. "Well," said South, "suppose it had pleased God to give you wit, what would you have done?"

In making our selections of reading matter, it behooves us largely to exercise the judgment to distinguish between the merely theoretical and false in principle, and the practical and true. John Milton, whose competency to judge what constituted a good book no one will dispute, describes one as "the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life."

ITEMS.

There is said to be a remarkable specimen of the Bible in the library of the University of Gottingen—one written on five thousand four hundred and seventy-six palm leaves.

The Board of the American Sunday School Union, at Philadelphia, has made to the Library of Harvard University a donation of all its publications, amounting to more than nine hundred volumes.

"Mr. Lossing, the well known author of the *Pictorial Field Book of the Revolution*, has just formed an association with Lyman C. Draper, the Secretary of the Wisconsin Historical Society, for the purpose of preparing a series of popular volumes to be illustrated in the highest style of wood engraving, descriptive of the history and biography of the Great West. They will embrace the lives of Boone, Clark, Sevier, Bobertson, Kenton, Crawford, Brady, Wetzel, Lewis, Shelby, the Campbells, and other pioneers who explored, conquered and settled the western valleys.

Editor's Table.

A Paper for every Teacher in Michigan.

Our readers have doubtless noticed a resolution adopted at the late meeting of the State Teachers' Association asking the present editor's continuance in the editorial chair another year. To the wishes of our fellow teachers so kindly and cordially expressed, we feel compelled, though with much reluctance, to yield consent. But it will be with no slight seriousness that we shall enter upon another term of those labors, from which the past year's experience has stripped all the brightness of romance, and robed in the sober hue of stern realities. No year of our earthly pilgrimage has brought upon us severer toil than this. But while our ardor in this enterprize of an educational paper has somewhat cooled, like cooling metal it has gained in firmness whatever it has lost in fire, and we are to-day more than ever convinced both of the high utility and need to the State of a Teachers' paper, and the practicability of sustaining such a paper in Michigan.

It is true that the great majority of our 5000 or 6000 teachers are content to be let alone, plodding on their weary way, gathering their poor and poorly-earned wages, and looking forward to a speedy release

from the, to them, dull drugery of the school-room. No logic can make them believe that they have any personal interest in Teachers' Associations or Educational papers, and they would regard the money or the time spent to make themselves more efficient teachers of their schools as a blank loss, because, forsooth, they do not intend to make teaching their business.

May God forgive them for daring to enter the school-room with such selfish views, and defend from harm and ruin the poor children on whose mental growth these school-masters and mistresses lie as some frightful incubus or imbodied blight!

But there are amongst the teachers of Michigan men and women of a higher mould, teachers who appreciate the real dignity and usefulness of their vocation, and who, actuated by an elevated desire for the public good and an enlarged and liberal concern for the honor and success of their fellow teachers, as well as by an honorable ambition to excell in the noble vocation to which they have, for the time, or for life, devoted themselves, are ready to lift and labor with unsparing zeal for such associations and publications as may give efficiency to the whole enginery of public instruction. Relying on the pledged aid and co-operation of such teachers, we shall cheerfully venture once more into the field, hoping by their aid to make our paper twice as worthy of their support as was practicable in the first year of its publication.

Could but one-third of the Teachers of Michigan be induced to subscribe for the Journal of Education for the coming year its success would be certain and splendid. But we do not limit our plans to this. *We propose to put the paper, during the coming year, into the hands of every teacher in the Peninsular State*, and with the timely, thorough and systematic aid of the friends and subscribers who have stood by us so nobly in the year now passing away we shall accomplish our purpose.

Teachers of Michigan! let us set our brethren of other States an example worthy of their imitation. See every teacher in your vicinity, announce to them our plan, and solicit their subscription and co-operation. If you find one too poor or too listless to subscribe, subscribe for them, and, our word for it, within three months they will repay you your dollar, with a thousand thanks as precious interest.

Or, should your own faith be too feeble, or your purse too poor, please send us the names and we will shoulder the responsibility.

Will not our friends throughout the State send us by the 1st of Jan. next the name and post-office address of every teacher in their vicinity, and thus aid us in our purpose?

Finally, fellow-teachers of Michigan! is not our plan a prudent and a feasible one? In the success of such a plan how much of real good must result to the teachers, the schools, the children and the entire State of Michigan?

It was voted at the State Teachers' Association that the members of the Association would spend the last week of this year in a hearty effort to circulate the Journal. Let every *living* teacher in the State join in this effort and our plan will be accomplished—Michigan will be redeemed.

We are indebted to Hon. F. W. Shearman, Superintendent of Public Instruction for a copy of his Report for the year 1853, with accompanying documents. In compiling this and those that have preceded it, and which contain, in a convenient form, whatever is of interest in the past history of educational affairs in Michigan, Mr. Shearman has rendered a most welcome and essential service to the cause and friends of popular education. The present volume contains, besides the report proper of the Superintendent, the reports of the Regents of the University, and of various Academies and Union Schools, &c.; the dedicatory exercises of State Normal School, the addresses &c., made on that occasion, the proceedings of the first meeting of the State Teachers' Association, circular of Superintendent, and the various late Acts of the Legislature on the subject of Education, with some minor matters. The late hour at which it reached us, forbids our speaking of this report as largely as we may hereafter do.

Teachers Institute.

A "Teachers Institute" will be held at the new *Academic Building*, in Romeo, commencing the third Monday in October next, and continue one week.

The following will be the order of business, *after organization*, the Hon. Chancellor of the University of Michigan, is expected to deliver the *dedicatory address* of the new Academy.

The forenoon of each day will be occupied with familiar lectures upon the branches taught in common schools; the afternoon sessions will be devoted to the discussion or questions, relavant to the teacher's interest, and the transaction of miscellaneous business.

Interesting lectures will be given during the evening sessions by *able Lecturers*. Among the Lecturers already procured are the Hon. H. P. Tappan, Chancellor of University of Michigan; Rev. J. M. Gregory, D. Briggs, Esq., Rev. H. P. Hurd, Rev. Mr. Taylor, and the Rev. Mr. Mather.

A liberal deduction will be made to those coming and returning by either line of stages.

No expence will be incurred by those attending the Institute, except for board.

A full attendance of the teachers and friends of Education generally, is earnestly requested. Fellow Teacher! *stand forth* and *demand a hearing* of your *worthy Profession*.

By order of the Brotherhood of Teachers.

I. Stone.

Romeo, Sept. 22d, 1854.

Causes beyond the Editor's control have delayed our issues for September and October beyond our usual time for publication. We hope to be more punctual hereafter.

Practical Teaching.

A subscriber sends us the following article with a request for its publication. Although our Journal is not a party paper, we willingly give place to this communication, because it is but a plain statement of facts, just such as the voters of Michigan need to enable them to act intelligently in filling this most important office of Superintendent of Public Instruction. If any friend of the other candidate will furnish us a simple, plain statement of his official labors, we will cheerfully give place to it in our next number, which will be published before the day of election:

It is known to our readers generally, that the Hon. IRA MAYHEW, who has been for the past year President of the Seminary and Female College at Albion, was formerly Superintendent of Public Instruction in this State. During the four years that he occupied this position, he travelled extensively into all the organized counties of the State, delivering Lectures, forming Educational Societies, conducting Teachers' Institutes, and laboring in all practicable ways to advance the interests he had in charge. Appointments for lectures were not unfrequently announced through the newspapers six weeks, and two months, before the time for their fulfillment. At one time he performed a horseback excursion of 500 miles through the newer northern counties of the State, occupying six weeks, and attended meetings, and addressed audiences, in all the principal villages and neighborhoods through which he passed,—people often coming ten miles on foot to attend his meetings which had been announced two or three months previously. The extent of Mr. MAYHEW'S travel, in the performance of official duties, during these four years, exceeded *ten thousand miles*, and was performed at *all seasons of the year*. During all of which he never failed, *in a single instance*, to be present to address meetings according to appointment.

We still have complaints that the Journal is not received regularly. We trust our subscribers will charge the fault where it certainly belongs, upon the post-office. Though not bound to do so, we will always supply missing numbers as long as we can spare them.

Literary Notices.

Fruits and Farinacea the proper Food of Man. By JOHN SMITH, with Notes and Illustrations by R. C Trall, M. D. Published by Fowlers & Wells.

We have received parts 2d, 3d, and 4th, of this work. It purports to be a re-print from an English work, and seems to be a full and philosophical discussion of the proposition contained in the title of the book.—

When part 1st comes to hand, we shall attempt to give a fuller, as we shall then have the means to give a more intelligent notice of the work.

Outlines of History, by Marcius Wilson. Published by Ivison & Phinney, N. Y.

Believing that the study of history is to assume a more prominent place in our systems of instruction than it has hitherto occupied, we feel disposed to welcome every attempt at providing a text book of history for the schools.

Mr. Wilson, the author of these Outlines, had obtained no slight reputation by his previous labors in the department of history, and it is perhaps enough to say that this last work will not detract from that reputation.

The book is divided into three parts: Part I, comprising ancient history; Part II., modern history; and Part III., outlines of the Philosophy of history. The author has availed himself of the labors of the latest European historians, and has embodied the results of the most recent researches. As a compend of Universal History, it is a work of real use to the general reader, and seems well adapted as a text book for schools and colleges. In the school edition, the chapters on the philosophy of history are omitted.

The publishers' part in this work seems to us well done; the paper and print are good, and the maps with which the book is furnished will be found of great utility.

For sale by C. Morse Detroit.

Oldham's Amusing and Instructive Reader. Published by Ivison and Phinney, New York.

We are under obligations to Mr. Botsford, the active agent of the publishers, for a copy of this work. It is something new in the line of readers, being an attempt to gain the attention of pupils to their reading lessons by the inherent and amusing interest of those lessons themselves. That they will be amused by these choice selections we have no doubt, and we doubt as little that it will be found a capital device, especially in the hands of a good teacher, for producing that naturalness of manner and tone which are the chief charms in good elocution. Try them.

For sale by C. Morse Detroit.

Michigan Farmer. Published by Johnson and Duncklee, Detroit. $1 per annum.

This well-conducted and valuable agricultural paper has continued to visit us from month to month freighted with records of research and experience in farming affairs that no practical farmer ought to be without. It has now united to its subscription list that of the *Farmer's Companion*, which has been discontinued on account of the death of Rev. Chas. Fox, its editor and publisher.

Harpers' for October is on hand, and may be procured of J. R. Roys, near the post-office.

MICHIGAN

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The Union of the Intellectual and the Moral in Education.

An Address, delivered at Romeo, before the Macomb Co. Teachers' Association, Oct. 19, 1854, by Rev. P. R. Hurd.

Mr. President, and Members of the Teachers' Association:

In the exercises of the present occasion, your attention has been, and probably will be, chiefly directed to the development of the intellect; to the best methods of enlarging the power and compass of the youthful mind, and of storing it with useful knowledge. With this feature in the proceedings I am not about to find fault. Undoubtedly it is well. It was your improvement in this department of the science of education which specially called you together: and to it therefore it is but natural that you should earnestly address yourselves. Still I will not disguise the solicitude I feel, that by persons occupying your responsible station another and coördinate branch of this science should not be wholly overlooked. To develop the intellect is by no means the whole of education. The human mind is endowed with other faculties, which need in like manner to be subjected to the moulding influence of a judicious culture, and without which the work of education is but half completed. We are moral beings, instinct with the sense of duty, gifted with the power of choice, the attributes of freedom; and since these high powers in their practical working are liable to be perverted to purposes of wrong, they manifestly need the interposition of a generous nurture to secure for them a virtuous result.

Our moral nature is indeed the noblest part of us. It is this which more than all things else distinguishes us from the brutes. For the brutes often display no small degree of intelligence; they possess intellects which, to a certain extent, are capable of improvement; they acquire knowledge, adapt means to ends, and many times exhibit a shrewdness

and a sagacity which savor much of what is denominated reason in men. But the brutes know nothing of the claims of right and duty. Moral obligation is not felt by them. Upon them have never been imposed the laws of that mysterious attraction which links man to his Maker. And herein lies the grand difference. In this is to be found the chief glory of the one, and the principal debasement of the other; the germs of immortality on the one hand, and the evidences of a limited existence on the other. And shall this higher nature, these germs of immortality, be neglected, or suffered to take the form and shape which circumstances may chance to give them? Ought the intellect, which derives its chief dignity from its alliance with these, to be cultivated at their expense? Would such a course be wise? Must it not be ruinous? In regard to these inquiries I am sure there can be but one opinion. No one who has duly considered the double nature that has been given him, its moral as well as its intellectual powers, will question either the propriety or the importance of bestowing at least an equal amount of attention and labor upon the cultivation of the one, as upon the improvement of the other. The point therefore needs not to be argued. It may safely be assumed or taken for granted before so enlightened an audience as this.

Assuming then your acknowledgment of at least an equality of importance in these coördinate branches of education, the intellectual and the moral, I proceed to inquire how they ought to be pursued, whether separately or together. The tendency, the fashion, it must be confessed, has been towards a seperation; to exclude from our schools all moral instruction, and confine the attention to the naked facts which science reveals. For this many openly plead. They would have us pursue the same course in education that some seem to be inclined to pursue in respect to religion—those who would divorce it from all the practical duties of life, making it a Sunday affair altogether, a thing to be laid aside with the Sunday coat, to leave them at liberty during the rest of the week to pursue their own chosen ends in their own chosen way. In like manner it is claimed that moral instruction is exclusively the business of the parent and the pulpit, and should never be suffered to intrude itself into the domain of the teacher of secular science; that he should be left to pursue his work without the least reference to those great moral truths against which he is so constantly stumbling, and which he has so fine an opportunity of inculcating upon the youthful mind. The question which I propose for your present consideration is, Whether this is wise?—this utter divorcement of the school from the teachings of mortality; whether it would not be better, as far as possible, to blend these correlative branches of education? to pursue them at one and the same time? My views in reference to this matter, I am frank to confess, are very decided. Division of labor may be well enough in the arts: here it may conduce to a higher perfection. But in education the analogy does not hold. In this it works deterioration instead of perfection, and is therefore not to be encouraged. It is for the *union* of the intellectual and the moral in education that I plead.

And the first reason I will give for it shall be drawn from the very constitution of the human mind. If we turn our thoughts within, we shall find that by the great Architect of mind these two sets of powers or attributes have not thus been kept distinct — made to work each by itself, without any reference to or assistence from the other. On the contrary, they are nicely blended, made interdependent and mutually helpful, so that in many instances the one cannot act without the other. Take the Conscience for an example. That great distinguishing feature of our moral nature, Conscience, binds us to the right in action; utters her stern notes of condemnation or acquittal according to the conformity or non-conformity of our deeds or designs with the great law of right. But how are we to know what is right in any given case concerning which no explicit revelation from heaven has been made? How, but by the due employment of our intelligence upon it? It is plainly by an effort of the reason, and not by any intutive perception, that this great question is determined. So that in all such cases it is absolutely impossible for the conscience to utter her voice at all, until the grounds upon which her decision may be based have first been furnished by the intellect. And then, on the other hand, the intellect, the reason, is not without *its* dependence upon the conscience. It is her dread presence alone which delivers it from the perverting influence of prejudice and passion in its investigations and deliberations. Conscience is to the intelligence what the rudder is to the ship. Without it we should be far more likely to be dashed upon the fatal rocks of error, than to be conducted into the pleasant haven of truth.

These instances of the mutual dependence of these correlative powers of the mind, the intellectual and the moral, must suffice. Others might be given, but these will be enough to answer all the purposes of an illustration.

Now what, I ask, does this great fact seem to indicate in reference to the cultivation of these powers? Does it point to a separate or a combined culture, as the course which is wisest and best; as the course which the great Author of mind intended us to pursue? On this question there can certainly be but one opinion. These two mutually dependent powers must advance together. In this alone is there either wisdom or safety. A preponderance of the one over the other could not fail to work derangement to the operations of both. It would create a mental deformity, a hideous monstrosity, offensive alike to God and man. Let the intellect be cultivated at the expense, or to the neglect of the moral powers, and what have you but a more finished instrument of evil; nay, a very demon in miniature? Intelligence, unballanced by morality, is by far the most dangerous of all endowments. With it mere brute force bears no comparison. The one will find the means of accomplishing its mischievous designs when the other will utterly fail. It is a fact in the history of our race, which recent investigations have abundantly established, that, in the absence of moral culture, crime advances with the spread of intelligence, keeping exact and even pace with

the efforts made to educate the mind. In France, for instance, where the moral training of the people has for the most part degenerated into the mummery of superstition, the statistics show, that in those departments where education has most advanced, there public crimes have also been most abundant. There is danger then, positive mischief, in a system of education based on the principle of separating these two elements, which the Great Author of mind has so closely joined together.

Is it said that simultaneously with the instruction of the school, the parent and the religious teacher may carry on the work of moral training, and thus the alarming results alluded to be arrested? I readily grant that a compensating force, *to a certain extent*, may here be found, provided there exist a disposition to this work on the part of the parent, and provided the child be also brought under the influence of an enlightened religious teacher. But what is to become of the thousands of youth in our schools whose parents care little or nothing for their morality, and who rarely if ever come within the sound of the preacher's voice? Are these, by the divorcement of morality from our schools, to be educated for crime, clothed with a new and more fearful power for evil? Forbid it, shades of our fathers, from whom we have received the precious legacy of popular education.

I have spoken of the interdependence, the blending of the two elements of mind, in its very constitution, as a reason why the two branches of education, the intellectual and the moral, should not be separated, but carried on together. I proceed to mention, as a farther reason, a like blending in the two departments of knowledge. "Truth," it has been said with as much veracity as poetry, "is the daughter of the skies." All knowledge, whether moral or intellectual, may be traced to a common source. It all springs from the great Father of Lights, in whom there is no darkness at all; it is but a radiance from his bright throne. And certified of this single fact, we might confidently expect to find, in its various forms and phases, the evident traces of its common paternity, a manifest harmony of design, running through it all, which should stamp it as the offspring of some Master Mind, intent upon the successful development of some grand idea. And in this we are by no means disappointed. All knowledge has a bearing upon our moral elevation—the enhancement of our reverence for our Creator, our personal improvement in both the love and the practice of goodness. In this we are to discern its grand intent. To a profitable account in this direction it is all capable of being turned. In some branches of knowledge this great lesson is indeed more apparent than in others, but from none is it excluded. From even the most abstract problem in science may it be drawn by a devout mind. In all the higher branches taught in our schools it is so evidently upon the surface, or so easily reached by a single stroke of thought, as to render its inculcation well nigh imperative upon the teacher. One can hardly see how it is to be avoided by persons of intelligence enough to occupy that important station. Take for instance the study of outward nature. Its very vastness can hardly fail to inspire

us with sentiments of reverence towards its great Author; the marks of beneficence with which it everywhere abounds, to suggest our obligations to love and serve him. These thoughts strike us at the very first glance. And then when we descend to particulars, how is the impression deepened, or capable of being deepened, by just directing the eye of the pupil up from nature to nature's God. In the sublime disclosures of Astronomy, the nice combination and balancing of forces, by which worlds and systems of worlds, "hung on airy nothing," are made to revolve in the most perfect harmony; in the curious and complicated mechanism which Anatomy reveals; in the flower which blushes in beauty upon the earth's surface, and in the crystal which sparkles in rivalry beneath it; there is certainly displayed enough of God, enough of his majesty and goodness, to attract the most stupid mind. And shall the teacher of these sciences be forbidden to allude to this? Shall he be shut up to the bald delineation of the laws which govern the material world, without any allusion to that Infinite Mind which has so clearly stamped himself upon them? To consent to that, certainly, would be, not only to consent to a manifest sin of omission, but to compromise his own dignity as a man. It would be high treason, not only against heaven, but also against the truth. This suppression of a part, and that by far the most important part of the record of nature, is that to which no ingenuous, high-minded teacher can ever willingly consent. If this is to be the condition of his hire, he will feel compelled to seek some other employment, in which he may serve his generation without any such disgraceful forfeiture of his allegiance to heaven, to the truth, and to his own manhood; leaving to more craven spirits the high functions of education.

Turning from the natural sciences to the domain of history, the same blending of the moral with the intellectual is observed. The facts of history, the rise and fall of empires, together with the record of the causes connected with them, gilded now with the deeds of patriotic virtue, and then blackened with the crimes of a selfish ambition—these are one thing. In these we have the intellectual warp of the science. But interwoven with these runs the roof of a sublime moral, teaching us from the experience of the past to comprehend the dangers and duties of the present. And must this also be overlooked and ignored by the teacher, under the plea of confining himself to the intellectual in education? Shall he be forbidden, from these records of the departed, to inspire the youthful mind with an ardent love for patriotic virtue, and with a becoming hatred of the vices by which thrones and dynasties have been subverted, or republics blotted out of existence? Certainly this is carrying the matter too far. It is more than the Shylock bargained for, and more than any considerate person will consent to have him take. And yet it is no more than the system I am opposing contemplates. If the moral of the natural sciences may not be insisted on in the school, to awaken in the youthful mind the sentiment of reverence for God and goodness, why should the moral of history be allowed any more favor? Certainly they must stand or fall together.

(Concluded in our next)

MODEL EDUCATION.

NO. IV.

By a model education for common school scholars, we have meant that system and amount of study which *all* children and youth ought to complete as a foundation for every possible pursuit in future life. We have made the subject of it capable of using his mother-tongue with accuracy, acquainted him with the primary laws of numbers, explained to him the structure of his body, and described the world in which he dwells. All this has been done as perfectly as possible, and being so many separate apartments of truth, they necessarily pre-suppose much collateral information, and call into exercise nearly all of the human faculties.

We would propose only one more study as absolutely indispensable, and that we hesitate to mention, since we are not acquainted with any text-book upon the subject suitable for common schools. We refer to Logic.

By this we do not mean a profound metaphysical treatise *about* Logic, such as might furnish a good article for an Encyclopedia, but which could not well be understood by one not already acquainted with the subject, and of but little practical use; still less do we mean a book full of learned barbarisms and formidable technical terms which would probably be never understood; but a simple, elementary, inductive and instructive book upon the Art of Correct Reasoning. Such a book we think a desideratum. At any rate, with or without a book, our common school teachers ought to be capable of giving instruction upon the subject. The main object would be to produce clearness and closeness, and correctness of thought, in opposition to that indistinctness and feebleness which always characterize the undisciplined.

For want of a book explicitly upon the subject, oral lectures and illustrations might often be given; the most common forms of sophistry might be exposed, and the great necessity of accuracy of language pointed out.

Perhaps the best substitute for what we are recommending would be the faithful study in our common schools of some one of the Elementary Practical Books on Composition. If for the last year or two of attendance upon school, such a book was practically studied every week by

every scholar, it would have an incalculable effect, not only upon the use of language, but also upon accuracy of thought and correctness of reasoning.

The apprentice wishes to receive not only a knowledge of tools, but how to use them. This he is to learn by practice. This he acquires by actually working. The school house is a place where human beings are to learn *to live*. If life is only a strife to amass wealth, then here should they learn how, and nothing else. If selfishness is and ought to be the grand controller of human action, then here emulation should be forced into a hot-bed development; here modesty and diffidence should be trampled upon, and as many artificial distinctions and castes as possible be created and fostered. If man is to walk backward through life, (as prisoners used to ride to the gallows), meditating only on the past, then let memory alone be cultivated. But if life is to be a noble struggle against the evil that is within us and without us, then let noble examples be given not only in the reading books, but in the very lives of the teachers; let them feel how responsible is their position; and if a true life requires *thought*, and all information is useless unless properly classified and connected, and purified in the alembic of thought—then let this art be directly taught by the skillful and competent teacher.

We cannot close these brief articles without alluding again to the infinite value of common schools. There the first bias towards or against literature and science is given to a majority of our citizens. There many of our most eminent scholars have imbibed an enthusiasm which would have impelled them to scholar-ship and eminence, even if the door of every higher institution had been shut against them. The majority of the distinctively mis-called self-made men (all *men* are self-made—tailors and professors cannot make men,) owe their greatness to common schools. Here, too, unfortunately, some retiring, uncouth, and perhaps sluggish minds have been discouraged at the outset, undervalued, slighted, repressed, by feeble unsympathizing teachers, and passed through the world with no exhibition of power, and unconscious of their greatness.

This, too, is the education which only a great majority of the people will have. It ever has been so, and ever will be. The pupils educated by colleges, seminaries, and private schools of every grade, must ever constitute but a small minority of the people. A model education for common schools is a model education for the people. E. O. H.

Winter Schools.

The winter school! What stirring memories hang around that phrase! What visions of fun or fame does it not arouse in the minds of American youth. The winter is the time for the revival of learning. The old school-house, which has through the long hot days of summer shrunk quietly aside under the shadow of the trees, or veiled its face in the wayside dust, seems to grow larger and looms up with a sort of conscious dignity as the cold weather approaches. The big boys and girls are coming to school. The harvesting and husking are over, the labors of the farm and the dairy are finished, and the older sons and daughters who have rendered good service at home, are about to turn their attention from the cultivation of the soil to the pursuit of science. The old school-room whose summer siesta has scarcely been disturbed by the patter of little feet and the piping voice of the wee ones, now proudly echos the sturdy tread of stalwart youth, and the merry laugh of blushing maidens, who have gathered there, books in hand, to grapple again with the knotty sums of the arithmetic and the puzzles of the parsing lessons.

What a time there has been about engaging a "master!" How the tide of talk has sent its eddying whirls to the very circumference of the "district," and agitated the minds of old and young as one candidate after another has been proposed for the truly important post of teacher of the winter school. Finally it has been settled; the progressive party and the young people have triumphed, and the teacher, just from the normal school, has been hired. Some old men shake their heads and talk doubtfully of new notions and high wages, but the older class of scholars express their joy that, at length they are to have a skillful and accomplished teacher, and all discontent soon disappears in their enthusiastic discussions of their purposes and plans for a hitherto unheard of diligence and success in study. The dust is brushed from the old books and the pages are carefully scanned for some familiar mark or passage which may indicate the last step of the last winter's progress. New studies to be taken up are discussed, and old ones are proposed for review, till, finally, the whole question is deferred for the "master's" advice.

At length the day and the master arrive; the scholars assemble, the

preliminaries are settled and the winter school is begun. The temporary feeling of strangeness and distrust between the "master" and his scholars speedily gives way to a sentiment of mutual interest and regard, and they bend themselves steadily down to their respective tasks as teacher and taught.

Ah! how busy and blessed a scene is that winter school! What a band of earnest thinkers is there, groping amidst the elements, or wrestling manfully with the higher problems of scientific truth! How the conflict of mind goes on as the spellers take their places, or the parsers bend over the contorted phraseology of Milton or Pollock or Pope, or as the young algebraists chalk their equations upon the black board. The intellectual strength and skill acquired here will by and by grapple, with a triumphant might and success, with the great practical problems of individual and social life. Amidst these scenes of mental excitement characters are rapidly receiving, as on melted metal, the stamp which they will soon exhibit as current coin in the wide world's marts.

Well may that winter school form as it does the staple topic for at least one half the talk of the whole district; well may the doings of the "master" and the pupils be made the subjects of constant discussion. Alas that those doings should be debated in passion and prejudice by those who have never entered the school-room door. How happy if every parent would visit in person that busy room. Let them come and mingle with their children in their school: let them sit down by the side of their sons and daughters on the hard benches, and watch with friendly interest the processes by which the noble boy and graceful girl are conquering their way to intelligence and power.

And why should not parents visit the school? There is no spot within the boundaries of the district so full of interest and instruction as that school-room. A half day spent in the school is better and pleasanter every way than an evening at some scientific lecture. In the well-conducted classes one may hear unending courses of popular lectures. Once make it fashionable and no place of resort will be found to possess so many attractions as a good school. And how largely would the general intelligence and cultivation of any community be increased should the adult portion of that community adopt the plan of spending their leisure hours in the school-room. If the minds of children increase in knowledge under the instructions of the competent teacher, how much more the minds of men who could comprehend the practical value and bearing of

every truth, and bring to the illustration of every principle the light of an active experience?

Nor need there be any great fear that the lessons would be too simple. But few memories are so tenacious as not to need frequent reviews even, and a review of the lessons of childhood would often reveal to the man important truths which the inexperience or inattention of childhood had failed to perceive.

And how honorable and potential is the position of the master of the winter school! Throughout the district he is the observed of all observers. Wherever he walks the streets, from many a half-curtained window or door ajar, anxious eyes study his walk and dress. His words are caught and carried till their echo has been heard by every fireside, and they have formed the topic of talk for old and young. If a man of intelligence, cultivation and benevolence, how much may he contribute to even the present happiness of the district; how much of a generous and cheerful intellectuality may he breathe into the circles of its social life. And in the school-room how splendid the responsibilities of that winter school; how glorious and blessed the fruits. How may he infuse into the minds of those large boys and girls, just ready to start forth on the path of independent life, the vigor and energy of his cultured intellect, and animate them with his own loftier purposes or more generous ambitions. Teacher at once and companion, to the authority of the master he may add the persuasive influence of the friend, and there amongst the scenes of that winter school, in the familiar chat of the recess hour and in the familiar companionship of the fireside, where he goes as the honored and welcome guest, whatever of purity or true nobleness there may lie buried within him will get itself reproduced in their minds and manners. Amidst their mingled hopes and anxieties for the future, now drawing so near, when they must leave school and home for an independent place in the wide, working world, with what interest and confidence do they turn to the teacher to tell him the plans they have formed or to ask his advice concerning the courses they are to pursue.

How that winter school sends out its lights far along the roadways of life, and how long will its memories linger through those coming years, carrying forward its own joyousness, even to the sear leaf age, like spring flowers which, in some favored spot, linger on even till the snows of winter come again.

Hints on the Preservation of the Health of Pupils.

(Concluded from page 312).

In a paper published in the "English Journal of Education" of August, 1853, teachers and parents were warned of the dangers of youthful precocity. A few more remarks bearing on that subject now become necessary. During childhood and early youth, the various vital functions of the body are in an extraordinary degree of activity, for they have many and important offices to perform. The pulse of a child beats nearly twice as many times during a minute as that of a man, and the action of the lungs is in a like increased proportion; consequently a copious supply of pure air is necessary, that the blood when passing through the lungs may be rapidly and perfectly purified and oxygenated, for this is the intention of the accelerated respiration, and therefore, without plenty of pure air, no child can properly increase in stature and strength.

In boyhood, the rapidity of these actions is diminished; in adolescence, still more decreased; and when manhood is attained, and the bones have received their solidity, the muscles become braced and toned, and the process of assimilation and nutrition become directed to the maintenance, not to the building up and increase of the body; then the pulse "ticks temperate music," the step is firm, the frame is upright, and all the functions of the body are those of a man. Now it is a remarkable fact, founded upon anatomical physiological observations, that in infancy and early youth, the nervous system is more perfectly and definitely formed than any other parts of the system, from which we may infer that the functions of the nervous system are especially necessary for the healthy growth and maintenance of the body. It has been shown that the desire for food is purely a nervous sensation, and is entirely dependent upon a proper supply of nervous power to the stomach. We all remember how acute the sensation of hunger was in our boyhood, and how unwelcome was the announcement, "dinner put back two hours." In those days we very rarely felt the bad effects of a hearty dinner, as manifested by inactivity and drowsiness, because the stomach had sufficient nervous supply to originate the desire for food, and likewise rapidly to digest and prepare for assimilation the food taken; and, as with the stomach, so with every other organ of the body whose functions were dependent upon a free supply of nervous energy. The action of the heart was soon accelerated, the cheek soon reddened from exercise or emotion, and the senses of taste, hearing, touch, &c., were acute, if not accurate. Another fact may be mentioned; it is, that in healthy infancy two-thirds of the child's existence is passed in sleep; and, even in boyhood and youth, the deprivation of rest and want of a proper period of sleep is hardly borne and acutely felt. During sleep the nervous system is not called upon for any manifestations beyond those which are directed to assist the various nutrient, assimilative, and secretary functions of the body. The senses are

at rest, no objects are presented to excite the imagination, to exercise the mental powers, or to call forth any manifestation of the passions and emotions, and therefore the vital functions receive that which the growth and support of the body requires—an unlimited and uninterrupted supply of nervous energy. Even in the prime of life, sleep, rest, mental quietude, an idle brain, are absolutely necessary for the repair of the body, and the restoration of its strength; how much more necessary then must sleep be, when not only the restoration, but the growth of the frame has to be sustained. After a time the body is so far built up, its organs and their functions sufficiently developed, and its integrity so far secured, that the brain can spare some of its nervous energy to be bestowed upon its own culture. The intellectual powers begin to manifest themselves, and, in addition to the functions of sensation and voluntary motion, the brain is sufficiently matured to evolve the faculty of thought, not that the germ and dawning of thought and intellect do not exist from very early days, but that they are in a rude and disconnected state, and not sufficiently defined to be made available, or to be directed to any useful purpose. In the paper before referred to, it was shown that there is sufficient of intellect, even in very early infancy, to require the fostering care of a parent to be guarded from hurtful impressions and bad examples, and to be prepared for future culture. What is now meant is a sufficient maturity of brain, which, after the body has acquired a certain amount of healthy development and strength, is in a proper state to receive and appreciate regular and systematic education, and from eight to ten years of age is quite early enough to make the brain share its energies between our animal and intellectual existence.

We never saw a precocious child a healthy one; for although there might not be any evident disease, and his appetite was good, perhaps ravenous, still the shrunken limbs, the soft flabby muscles, the languid movements, and waxy complexion, plainly showed that the function of nutrition and assimilation, which are purely vital functions, were imperfectly performed. The brain monopolised the nervous energy; the body was impoverished. From the facts already stated, and from the remarks made when speaking of the effects of close mental application and confinement upon the adult constitution, it will be evident that the young are liable to suffer when placed in similar circumstances. Fortunately, however, there is in youth, not only a natural resiliency, a readiness quickly to change from the grave to the gay, and to play as well as to work in earnest; but there is also an aptitude in the constitution to recover speedily from depressing influences, and to maintain the bodily functions in their integrity under even untoward circumstances, the "*vis medicatrix naturæ*" exists in the plenitude of its power. Children and youths, when afflicted with acute diseases, generally recover rapidly when the complaint once begins to mitigate in its severity, and a short period of convalescence restores them to their accustomed health; whereas the same diseases occurring in the adult, or in the prime of life, are frequently for a long time doubtful as to their termination, and involving a long and tedious

recovery. This healthy mental and physical reaction, natural to youth, is an important consideration to those who have the care of their education, for upon it the principle may be founded, that there is no harm in strict and close attention, during the period allotted to study, if there is likewise a sufficient time given for rest and relaxation.

Boys, when first sent to school—especially if they have not been previously subjected to control, or been called upon to exercise their mental powers—generally suffer from some form of gastric derangement. This may be, and in some instances is, partly "home sickness;" but it may likewise be often traced to want of tone in the stomach itself, or to its becoming overloaded. The appetite for food does not at once accommodate itself to their altered circumstances, and the stomach is called upon to do its former amount of labor with a diminished supply of power wherewith to perform it: hence there is frequently nausea and vomiting, which is a healthy effort of nature to get rid of the offending matter; or else there is pain in the abdomen and diarrhœa, showing that some portion of the food has passed downwards in a crude and undigested state. These disordered states of the digestive organs are likewise often due to the cakes, sweetmeats, and other hurtful compounds with which a kind sister or fond mother furnishes the "school-box." Catarrhal and other affections of the organs of respiration are very common ailments during a boy's first school year. The tone of his system generally is usually somewhat lowered by the change in his habits: he has less active exercise, is exposed to the effects of the different temperatures of the school-room and the play-ground, perspires freely when joining in the sports of his playmates, and does not get quite as much pure air as he has been accustomed to inhale—all these influences, together with the physical changes resulting from the determination of a portion of his nervous energy to the studies necessary for his education, exercise their effects, and render him more liable to suffer from atmospheric changes. But although these affections are sometimes attended with a considerable degree of fever, and appear sufficiently alarming, they generally yield to very simple treatment if noticed in their commencement. The eruptions and skin diseases from which schoolboys suffer may generally be traced to impurities of the blood, arising from the mal-assimilation of food, and the want of sufficient pure air to oxygenate the blood when passing through the lungs, and to inactivity and want of tone in the skin itself, by which its pores become clogged and its functions imperfectly performed. Much may be done to prevent the occurrences of these unsightly affections by the observance of precautions to be noticed by-and-by. There is such a thing among schoolboys as "shamming" to be ill; and although this morbid and depraved state of mind may generally be detected, still it is sometimes a great source of annoyance to the teacher. If the teacher will not believe in the existence of the boy's illness, his parents and friends often will; and if a bad state of health should accidentally supervene, the teacher is blamed for unkindness and want of sympathy, without deserving any censure whatever. Besides a disordered

state of the system may be induced by fretfulness, discontent, pining, and ill-temper, and perhaps its first symptoms are manifested just before the boy is seen by his parents. The most prudent plan in these cases is to obtain the opinion of some experienced and conscientious practitioner, and to act upon it. It is true, we "cannot see a pain;" but from an examination of the pulse, the tongue, the state of the secretions, the appetite, and other evident indications, some idea may be gathered as to the general health of the body; and if, along with these observations, the boy's natural disposition, his liking or repugnance to study, and his general conduct, are taken into consideration, an opinion may usually be formed not very far from the truth. A boy who will practise deceit of this kind is a pest to any scholastic establishment; for not only is he a constant source of anxiety to those to whose charge he is committed, but likewise he sets an example to his companions which they are apt to imitate, especially if they perceive that he receives any special consideration and indulgence. It must be a relief when the parents are sufficiently convinced of his ill health to remove him from school, for a boy who will for days, and perhaps weeks, practise a systematic falsehood, which requires a certain amount of ingenuity and self-denial to make it appear plausible, has a mind so depraved, and an intellect so perverted that it is not likely that he will ever reflect any credit upon those who have the care of his education. He never can be treated with confidence, and he is another instance in which the "*suaviter in modo*" must give place to the "*fortiter in re.*"

Thus, then, the causes and circumstances which influence the health, both of teacher and pupil, have been briefly considered. It has been shown that to possess the "*mens sana in corpore sano*" is (as Horace Mann observes) "the instrument" by which all good work and sound education is to be accomplished, and the various functions of the body most likely to be disordered by confinement and mental application have been noticed.

It is now proposed to suggest means by which health may be preserved under these circumstances, so that the body may be maintained in its integrity whilst at the same time the mind is cultivated and stored with knowledge.—*English Journal of Education.*

Origin of Reflecting Light-Houses. — In the last century, at a meeting of a society of mathematicians in Liverpool, one of the members proposed to lay a wager that he would read a paragraph of a newspaper at ten yards distance with the light of a farthing candle. The wager was laid, and the proposer having covered the inside of a wooden dish with a piece of looking-glass, fastened it with glaziers' putty, placed his reflector behind the candle, and won his wager. One of the company marked the experiment with a philosophic eye. This was Captain Hutchinson, the dock-master, with whom, as hence suggested, originated the reflecting light-houses erected in Liverpool in 1763.

The Circle of Human Knowledge.

As a traveler on entering a strange land will find his progress facilitated, and his satisfaction increased by having before him a good map of the country, which shall exhibit to him constantly his true position at every point in his journey, so the student will be benefitted by having spread out before him a good outline of the fields of science, that he may know at what point he has entered those fields, and the true relations of the branches he is pursuing to the remaining branches of human knowledge. Every teacher should prepare himself to present before his pupils such an outline of the various departments and branches of science, and a chart containing a full classification of the sciences and arts, with brief definitions of each, would form a valuable addition to the apparatus of our school rooms. The student could not but be pleased and benefitted by such a view of the broad domains of truth, and often he would be roused to a generous and noble ambition to explore for himself those magnificent realms of investigation and thought. He would learn that his arithmetic and grammar, and geography, instead of being isolated and independent studies, were but parts in a great system of studies, and that before him in the pathway of learning there were other, and higher, and grander fields for him to enter and conquer.

We copy as an example of such an outline, the following comprehensive view of human knowledge which we find in the "Ohio Journal of Education."

This might be written on the black-board and explained in a series of familiar lectures. The pupils might then be required to make a copy of it and commit it to memory, part at a time, till they were familiar with it all.

If the teacher has access to some encyclopedia, he could easily prepare himself for an explanation of this classification, and even a Webster's Quarto Dictionary, will enable him to present intelligibly the more general outlines of the subjects.

A competent teacher might easily carry the subdivision yet farther, and this should be done in the case of all the branches taught in the school.

SCIENCE.

Definition—That which is or may be known.

GRAND DIVISIONS.

KNOWLEDGE.
- LITERATURE—Investigation of mind by mind, and the communication of mind to mind.
- SCIENCES—Applications of mind to matter and quantity.
- ARTS—Application of mind and hand to matter.

DEPARTMENTS.

- **Literature.** — Phrenics, Chronics, Theotics, Epistatics.
- **Sciences.** — Geotics, Therapeutics, Mathematics, Physics.
- **Arts.** — Technics, Graphics, Polemics, Cosmics.

BRANCHES OF KNOWLEDGE.

LITERATURE.

Phrenics. — Psychology, Phrenology, Mesmerism, Grammar, Rhetoric, Elocution, Logic.

Chronics.
- History — True: Sacred, Profane; Fictitious—Romance.
- Chronology, Biography, Travels, Antiquities — True, False—Novels.

Theotics.
- Theology — Theism, Deism, Pantheism, Polytheism, Atheism.
- Religion — Christianity, Judaism, Mohammedanism, Infidelity, Paganism, Ethics.

Epistatics.
- Law — Natural, Civil: Common, Statute; International, Ecclesiastical.
- Government — Patriarchal; Monarchical: Absolute, Limited; Democratic: Pure, Representative.

THE SCIENCES.

Geotics. — Geography, Geology, Mineralogy, Chemistry, Botany, Zoology.

Therapeutics. — Anatomy, Physiology, Pathology, Hygiene, Medicine: Physopathy, Allopathy, Homœopathy, Hydropathy, Electropathy.

Mathematics.
- Abstract: Arithmetic, Algebra, Geometry, Analytical Geometry, Calculus.
- Concrete: Book Keeping, Mensuration, Drawing: Linear, Mathematical, Perspective, Isometrical, Shades and Shadows; Surveying, Navigation, Astronomy.

Physics. — Mechanics, Hydrostatics, Hydraulics, Pneumatics, Acoustics, Pyronomics, Optics, Electrics, Phys. Astr'y.

THE ARTS.

Technics. — Agriculture, Horticulture, Pomiculture, Manufactures.

Graphics. — Architecture, Navitecture, Civil Engineering.

Polemics. — Strategy, Tactics: Infantry, Cavalry, Artillery, Naval; Fortification.

Cosmics. — Painting, Sculpture, Music, Poetry, Dancing; Pencilling, Daguerreotyping, Engraving.

Commercial Colleges.

As we are often asked for information in regard to the organization and courses of study pursued in these institutions, a short article on the subject may not be uninteresting. These schools as at present organized and conducted are essentially of modern and western origin, the commercial schools at the east being less exclusively commercial, and therefore far less practical and thorough. They are now found in every prominent city at the west, and thousands of young men are seeking in them that preparation for business life which they have been proved so well able to give.

As we are personally acquainted only with the Detroit Commercial College, established several years ago by a brother of the writer, who had previously been a prominent teacher in the Cincinnati Colleges, we will describe that as a type of the higher class of these schools.

In this college no text book is used, and no classes are formed. Each student enters upon, pursues, and completes his course unhurried and unimpeded by classmates, and of course within a time measured by his individual aptitude or application. The most able and diligent occupy about ten weeks in the course, while others are engaged about it through a period of four months. The average time taken is between twelve and fourteen weeks.

The college is modeled as far as possible after a counting-room, and the pupil on entering has placed in his hands a short Day Book, in manuscript, containing the opening, current and closing entries of a simple business. This he is directed to *journalize*, i. e., to transfer its debits and credits to a separate book. In like manner he proceeds through several similar Day Books, each increasing in the difficulty of its entries, till he has become familiar with the Journal Laws. Returning then to the first book, he learns in like practical manner the process of *posting*, taking a Trial Balance of each set of books. Returning once more to the first book he is taught the mode of closing a set of books, taking the second Trial Balance, and exhibiting finally on a Balance Sheet the whole financial condition of the supposed house.

In a similar way the pupil proceeds through another series of Day Books involving more and more complicated transactions, and then on through still other series devoted to particular branches of business, as Commission Business, Retailing, Banking and Steamboating, opening and

using the various auxiliary books used in these different departments of business till he has at perfect command, and is able to apply the principles of Double Entry Book Keeping, (no other is taught,) in any department of trade.

Besides this course of Book Keeping, the student is taught, by lectures and by the aid of the black-board, commercial customs and technology, commercial arithmetic, and commercial penmanship. A course of lectures is also given on mercantile law, and in this and the better institutions of this class there has been more recently added courses of lectures on Political Economy, the History of Trade, and Practical Grammar.

The Commercial College fills a gap hitherto existing in our educational system. It offers the same facilities for preparation for business life that the young physician finds in the Medical College or the young jurist in the Law School.

Supplying so obvious a need of the business world, these institutions have at once reaped the harvest of a large success, and it is not to be wondered at, that enticed by the prospect of gain, not only many good institutions have been organized, but many inferior schools have been blazoned forth under the name and style of the Commercial College. This result, however, must be temporary merely; the good will be sustained, and the spurious repudiated, and the Commercial College will vindicate its title to a permanent place among the educational institutions of the land.

An Abstract

From the Proceedings of the Macomb County Educational Society.

The teachers and friends of education in Macomb County, met at the Dickenson Institute in Romeo, on Monday evening, and in due form adopted the following constitution, and organized a County Educational Society.

[We have not room enough left for the constitution.—*Ed. Journal.*]

The following gentlemen were elected officers of the society for the first year.

President—Prof. Isaac Stone, Romeo.
Recording Secretary—A. M. Keeler, Disco.
Corresponding Sec'y—A. S. Bingham, Mt. Clemens.
Treasurer—C. Fessenden, Romeo.

Tuesday, October 17th.—The Society met pursuant to adjournment, and was opened by reading of the Scriptures and Prayer. The day was

occupied in receiving and discussing reports from committees, on Orthography, Mental Arithmetic, Elementary Reading, and Grammar.

In the evening D. B. Briggs, Esq., of Romeo, addressed the Society on "The Mutual Duties of Parents and Teachers." (The address will probably be published.)

Wednesday, October 18th.—The Society was engaged during the forenoon, discussing reports on Geography and Penmanship. D. B. Briggs, Esq., read an able and instructive report on the subject of Physiology and Geography, which was discussed by Professors Harew and Stone.

The afternoon having been assigned for the dedication of the "Dickinson Institute," at half past one, a large audience assembled at the Institute.

The dedicatory address was delivered by Prof. E. O. Haven, of the Mich. University, and the Institute was then dedicated in due form, and Prof. Isaac Stone installed as its Principal.

(The address of Prof. Haven and the Dedicatory Exercises will be published entire.)

In the evening, the Rev. Mr. Taylor delivered an able and interesting address before the Society, on "The Advantages of Education."

Thursday, October 19th.—Discussions on Arithmetic and Grammar. A committee of seven, on Text books to be used throughout the county, reported the following, which after some discussion were unanimously adopted.

Wright's Orthography, Town's Speller and Definer, Parker's Series of Readers, Rice and Spencer's Penmanship, Mitchel's Series of Geographies, Davie's Arithmetics and System of Mathematics, Clark's English Grammar, Parker's Philosophies, Cutter's Physiology, Silliman's Chemistry, Wood's Botany, Chapman's Drawing, Music—Singing Bird.

Orthography and Orthoepy—Worcester, and for the Teacher, Page's Theory and Practice of Teaching.

Mrs. Stone then gave the Society a very interesting and instructive lecture, on the subject of Chemistry, illustrating it by many pleasing and skillful experiments.

In the evening, Rev. P. R. Hurd delivered an address before the Society on "The union of the moral and intellectual in Education." (Mr. Hurd's address will appear in the *Journal of Education.*)

Friday, October 20th.—Discussions upon the studies proper to be taught in common schools, and on school discipline.

In the evening the Society was addressed in a very able and eloquent manner by the Rev. J. M. Gregory, of Detroit, upon the "Culture of the Heart."

After the address, Mr. O. Canfield of the committee on resolutions, reported the following, which were unanimously adopted, and responded to by Rev. Mr. Taylor in behalf of the friends of Education, and by Rev. Mr. Gregory in behalf of the "Journal of Education."

Whereas, We regard Teachers' Institutes and Associations, of great

service in awakening a more active interest in the cause of Education, and elevating the Teacher's calling; therefore,

Resolved, That we rejoice at the organization of the Macomb County Educational Society, believing that by earnest and cordial co-operation on the part of every teacher, it will greatly advance the cause to which we are devoted.

Resolved 2nd, That, the "Journal of Education" *is just the thing we need*, and that we pledge to it our energetic support and co-operation.

Resolved 3d, That, our thanks are especially due to our President, Prof. Stone, for the able and satisfactory manner in which he has conducted the exercises of this session.

Resolved 4th, That, we feel under many obligations to the citizens of Romeo, for their kindness and generous hospitality.

Resolved 5th, That our thanks are due to the Board of Directors for the use of the Dickenson Institute.

Then, on motion, the Society adjourned to meet at Mt. Clemens on the third Monday of next March.

Prof. ISAAC STONE, *President*.

C. H. DENISON, *Secretary, pro tem.*

The Lunar World.

Mr. Crampton in a little book, entitled the "Lunar World," draws the following interesting picture of the appearance which the surface of that great satellite would present to a visitor from the terrestrial globe:

"Choose the period of the last quarter, and direct our way to that dark shadowy spot marked N. in the map, and situated at the north east portion of the lunar globe. It is the Mare Imbrium or the Sea of Showers, as it is so called though no water is to be found there, and no water ever moistens its barren surface. It is about 700 miles in extent every way. Let us cast our eyes about and what do we see? A boundless plain or desert, stretching away as far as the eye can reach on every side, save in one or two points, where a chain of mountains can be perceived, whose brilliant, pointed summits, glittering in the sunbeams, just appear upon the horizon. The light that glares upon the plain is intense, and the heat of a tropical fierceness, for not a cloud shelters us. By that light we may perceive, scattered over the plain an indefinite number of pits, of different sizes and depths, varying from a few yards to some hundreds in diameter, and sunk in the body or crust of the planet, some of them but a few feet, and others to an immeasurable depth.

Above the sky is black, out of which the sun gleams like a red hot ball; and the stars sparkle like diamonds, for no atmosphere like ours exists, to give by its refractive and reflective powers the delicious blue to the heavens, and the softened shade to its landscape. The lights and shade are indented upon its features deep and dark, or intensely bright; no softening away in the distance, no gentle and beautiful perspec-

tive; no lofty twilight, morning or evening, stealing over or away from the scene. All the shadows are abrupt, sudden; all the outlines sharp, clear; appearing startingly near, even when really distant. No sound follows our footsteps, or is ever heard in that silent place, for there is no atmosphere to conduct it; no fresh breeze blows on its mountian tops, sighs through its burning deserts, rustles through its brilliant green of forests, or waves over meadows; the silence of death broods over arid wastes and rocky shores, against which no tide or billows break."

The German and Swiss Teachers.

Extracted from Mr. Joseph Kay's Paper on "The Condition and Education of Poor Children in English and in German Towns.

As the education of a people depends much more upon the character of its teachers, than upon any other part of its educational system, I will endeavor to show what kind of men the German and Swiss teachers are, and how they are prepared for their duties.

The teachers in Germany and Switzerland are men, who from the age of 15 to the age of 21, have been educated in preparatory Schools and Colleges, expressly for the Teacher's Profession. They are learned men who would do credit to much higher situations; but whose habits of thought and life have been so carefully disciplined, as to make their work in the classes, otherwise so irksome, really a pleasure to them.

Those children whose parents wish them to be trained for Teachers, do not leave the Primary Schools before the completion of their fifteenth year. They then generally continue to attend the Head Masters to receive instruction in the evenings for one or two years. At the end of this period they enter either one of the Superior Schools, where the children of the middle classes continue their education, and where the weekly fees are so small, that children of poor parents often attend them; or they enter what is called a Preparatory School, that is, one which is expressly designed to prepare candidates for the Normal or Teacher's Colleges.

They remain in these Preparatory Schools until the completion of their eighteenth year, and are educated there in Scripture history, and the history of their own country, in the elements of mathematics, in several sciences, in music, singing and in geography. When they leave these schools, they have already received a very good education. Up to this time their parents have paid the small weekly fees for them stimulated by the hope of their sons' gaining admission into some of the Teachers' Training Colleges. These institutions are Teachers' Universities, in which all the candidates for the Teachers' Profession in Switzerland, Germany, Denmark, and Holland, who gain admission to them in the manner afterwards described, are educated at the expense of the State for three years.

In each of the divisions of Germany and Switzerland corresponding to our countries, there are two or three of these Colleges, one or more for Roman Catholic students and the other for Protestants.

The directors of all these great Training Schools are religious ministers, and the education given in them is of a strictly religious character. They are supported in Switzerland by the Cantonal Governments, and in Germany by the several States, and are liberally supplied with large staffs of from eight to fifteen Professors and Teachers with good libraries, numerous class rooms, organs, piano-fortes all necessary school apparatus, model practicing schools, and farms or gardens attached to them.

In very few of these Colleges is there any attempt to instruct both Protestants and Roman Catholics as such, but candidates belonging to the different sects of Protestants are generally trained together.

There are a great number of these Institutions in Germany, Switzerland, Holland and Denmark.

In Prussia alone, there are 45, in Switzerland 14, in Holland 2, in Bavaria 8, in Saxony 8, in Hanover 6, in the Duchy of Baden 8, in Wirtemberg 3, and in each of the smaller German States, one or more.

At certian periods of the year, public examinations are held in each of them, at which all young men who desire to be Teachers and who seek admission, may present themselves as candidates.

No candidates however can be received, even for examination, unless he can present a certificate from a physician of good health, and certificates from his religious minister and his former teacher of good character; nor can any one be admitted or even officiate as a Teacher who is a cripple, or deaf or deformed, nor any one who has weak lungs, so important is it thought that the schoolmasters should be in every way fitted for their duties.

The candidates who satisfy all the conditions I have mentioned are carefully examined by a Committee of Examiners composed of the Directors one or more Professors of the College, one of the Local Educational Magistrates and an Inspector.

The subjects of this examination comprise all the subjects of instruction in the primary schools.

Those who prove themselves the most efficient, are selected for admission, and once admitted their course in life is secured, because they pay nothing for their education, little and in many cases nothing for their board; and when they leave the College, if they pass their final examinarion satisfactorily, they receive an appointment immediately. Even if their first place is an inferior one, they are sure to obtain the more valuable situations as vacancies occur, if their conduct, progress, and abilities prove satisfactory.

The period of residence in these Colleges is three years, and the students during that time are educated most carefully in,

I. Religious instruction, including the Holy Scriptures, and the History of Christianity.

II. The German language, including exercises in composition, writing, grammar, and reading:

III. Mental Arithmetic.

IV. Mathematics, including Arithmetic and Mensuration.

V. History.
VI. Physical Geography.
VII. Botany and Gardening.
VIII. Natural History.
IX. Drawing.
X. Music, including lectures on the theory and practice of music, constant practice in singing, and playing the organ, piano-forte, and violin.
XI. Pedagogy, or the art of teaching children. This is taught in village schools attached to the Colleges, in which the young men practice teaching under the personal direction of the Professors.
XII. Medicine. This may seem a strange part of their education, but every student in a Prussian Teachers' College is taught how to treat cases of suspended animation, wounds occasioned by the bites of dogs, injuries by fire, &c.; also how to distinguish poisonous plants, and how to employ some of the more ordinary antidotes.

Public examinations are held every year, in each of these great Institutions, and at these times all the students, who have completed their three years course of education and practice, and all other candidates who choose to present themselves, are examined by the Director and Professors.—Every one who passes this examination, receives a diploma, stating his fitness to be a Teacher. Those who do not, are obliged to continue their education at their own expense, until they are able to prove, that they have attained adequate knowledge and sufficient expertness in the art of Teaching to deserve one. Without such a certificate of merit, no one in either Germany or Switzerland is ever allowed to practice as a Teacher.

It must not be imagined, that it is the *Government* which appoints to the vacant posts in village and town schools. The parochial and town school committees do this; and as they always prefer a tried and experienced man to a young and untried one, the successful Teachers always get moved on, from the inferior situations, until they obtain the places of Professors or Directors in the Normal Colleges.

From this sketch, it may be imagined what an able and efficient class of Teachers is obtained. I spent many months in the society of these men, both in the towns and in the quiet country villages throughout Germany and Switzerland, and am only too happy to bear testimony to their ability and industry, and to the admirable effects of their labors.

In Prussia alone, there are 30,000 men who have been trained in this manner, now at work in the Primary Schools; while the 45 Prussian Normal Colleges contain 2,600 young persons who are being educated to supply the vacancies annually occasioned in the Teachers' ranks by deaths superannuation, illness or other causes.

And a similar system, be it remembered, is in operation throughout the whole of Germany, Switzerland and Denmark.

EDUCATION.—"He that has found a way," says Locke, "to keep a child's spirit easy, active, and free, and yet at the same time to restrain him from many things he has a mind to, and *to draw him to things that are uneasy to him*—he, I say, who knows how to reconcile these seeming contradictions, has, in my opinion, got the true secret of education."

Youths' Department.

"What's the Use."

"Where's Sam?" asked Joe Dennet, coming into Mrs. Powers' yard, and seeing Mrs. Powers at the door. "Up in his study," answered Sam's mother.

"And where is that?" asked Joe; "I did not know that Sam had a study." Sam's mother smiled and told him to go in the garden and may be he would find it.

He did so, and shouted—"Sam where are you." "Hallo!" said a voice from above. Joe looked up and saw his friend perched in the crotch of an apple tree, with slate and book in hand.

"Come," said Joe, "the boys are going a boating, and want you to go." "Can't," answered Sam; "I am trying to master this algebra. We all missed to-day."

"Why, it is Wednesday afternoon, and that is *our* time. I wouldn't study, I'm sure; what's the use?" asked Joe. "Well, for my part, I am bound to get this lesson the first thing I do," said Sam.

"Pooh, it's too hot to study; besides I hate algebra; what's the use of puzzling your brains over x plus y?" "I think it is of use to get our lessons,"

"What are you going to do after that?" asked Joe. "I am going to weed the onion beds," said Sam.

"Oh it's too pleasant to work; what's the use of tying yourself up here all the afternoon? I know I would not," said Joe Dennet. "Well, I think it's of use to do what needs to be done," was Sam's answer.

That was a fair sample of Samuel Powers and Joseph Dennet, two boys who lived in the same neighborhood. It is twenty-five years since this kind of talk took place, and the boys are now men. Sam Powers is called a man of "iron will," because he lays plans and carries them out with a patience and ene gy which never gives up. He is one of the first business men in the State, and a truly pious man too. How is it with Joe? He goes through life a man, just as he did a boy. If there is any extra exertion to be made in his business, he asks, "What's the use?"—and goes to it with so little heart, that he is sure to fail. He is always complaining of hard times, and wondering how people get ahead so.—As for his religion, he does not live as if it were of much use to him or any one else.

There are some boys, who when they have anything to do, or are called upon to do a little more than usual, try to shirk off by asking, "O, what's the use?" The fact is, boys, there is use in doing like a man what you have to do. There is use in getting your lessons and getting them thorough and well besides, and making extra exertions to get them if they are difficult. There is use in weeding the garden, chopping at the woodpile, finding the cows, cultivating a taste for reading, and in doing

what your parents ask of you. Whenever I hear a boy trying to excuse himself from duty, by asking fretfully, "O, what's the use?" I mark him as a lazy, shuffling, shirking boy, who will be very likely to be good for nothing when he grows up. You must have a hearty interest in your work; and always feel very suspicious of yourself, if you find an inclination to dodge duty with its meaningless excuse.—*Selected.*

LORD.—This is a word of Saxon origin, from *Hlaford.* Dropping the H, it became in the course of time *Laford*, and this was still further contracted to *Lord.* Hlaford is itself a compound, being made up of *Hlef*, a loaf of bread, and *ford*, to give. It signifies, therefore, *a giver of bread.* In the days of the Saxon supremacy, the men of rank and wealth to whom this title was applied, were accustomed to feed the poor among the people, and hence the name by which they were called. It might be well, if those who now bear that name would remember its origin.

JOURNEYMEN.—It is still the custom in Germany for those who have been apprenticed to any mechanical art, after having served their time, to travel from place to place, in order that by working under different masters, they may perfect themselves in their art. The same thing was practiced anciently among our Saxon ancestors in England. From this custom sprang the word *journeyman*, so commonly applied to those who have served an apprenticeship to a trade, and work for wages.

SELF-RELIANCE.—Were we ask a hundred men, who from small beginnings have attained a condition of respectability and affluence, to what, under God, they imputed their success in life, the general answer would be, "It was from being early compelled to think for and depend on ourselves."

ANECDOTAL.

WORK IF YOU WOULD RISE.—Richard Burke being found in reverie shortly after an extraordinary display of powers in Parliament by his brother Edmund Burke, and questioned by a friend as to the cause, replied, "I have been wondering how Ned has contrived to monopolize all the talents of the family; but then again, I remember, when we were at play he was always at work." The force of this anecdote is increased by the fact, that Richard Burke was considered not inferior, in natural talents, to his brother. Yet the one rose to greatness, while the other died comparatively obscure. Don't trust to your genius, young men, if you would rise, but work! work!

TALENT AND CONDITION.—A visitor going lately into a free school, in New England during the half-yearly examination, noticed two fine-looking boys, one of whom had taken the first prize and the other the second. "Those are two fine-looking fellows," he said to the teacher; "I suppose

they belong to the higher class of society." "That is not the way we class our boys," the teacher said; "we follow the old maxim of 'handsome is who handsome does.' The boy who took the first prize is the son of the man who saws my wood; the one who took the second is the son of the Vice-President of the United States."

BE KIND TO YOUR MOTHER. — "What would I give," said Charles Lamb, to call my mother back to earth for one day, to ask her pardon upon my knees, for all those acts by which I gave her gentle spirit pain."

ARE WE KILLED.—A little girl, who was in the car that was partially demolished by the accident on the railroad, below Burlington, the other day, noticing the alarm created among the passengers, turned to her grandma, who was with her, and said, "Are we killed?"

THE REWARD OF DILIGENCE.—"Seest thou a man diligent in his business?" says Solomon; "he shall stand before kings." We have a striking illustration of this aphorism in the life of Dr. Franklin, who, quoting the sentence himself, adds, "This is true: I have stood in the presence of five kings, and once had the honor of dining with one." All in consequence of his having been "diligent in business" from his earliest years. What a lesson is this for our youth, and for us all!

HABIT.—"I trust every thing, under God," says Lord Brougham, "to habit, upon which, in all ages, the lawgiver, as well as the schoolmaster, has mainly placed his reliance; habit which makes everything easy, and casts all difficulties upon the deviation from the wonted course. Make sobriety a habit, and intemperance will be hateful and hard; make prudence a habit, and reckless profligacy will be as contrary to the nature of the child grown an adult, as the most atrocious crimes are to any of your lordships. Give a child the habit of sacredly regarding the truth—of carefully respecting the property of others—of scrupulously abstaining from all acts of improvidence which can involve him in distress, and he will just as likely think of rushing into the element in which he cannot breathe, as of lying, or cheating, or stealing."

WHICH IS THE HAPPIEST SEASON? — At a festal party of old and young, the question was asked, "Which season of life is the most happy?" After being freely discussed by the guests, it was referred for answer to the host, upon whom was the burden of fourscore years. He asked if they had noticed a grove of trees before the dwelling, and said, "When the spring comes, and in the soft air the buds are breaking on the trees, and they are covered with blossoms, I think, *How beautiful is Spring!* And when the summer comes, and covers the trees with its heavy foliage, and singing birds are among the branches, I think, *How beautiful is Summer!* When autumn loads them with golden fruit, and their leaves bear the gorgeous tint of frost, I think, *How beautiful is Autumn!* And when it is *sear* winter, and there is neither foliage nor fruit, then I look up through the leafless branches, as I never could until now, and see the *stars* shine."

PARENTAL ADVICE.—The following advice was imparted to the late ex-President Adams, by his mother, in 1778, in a letter to him while he was in Europe: "Great learning and superior abilities, should you ever possess them, will be of little value and small estimation, unless virtue, honor, integrity and truth, are cherished by you. Adhere to the rules and principles early instilled into your mind, and remember that you are responsible to your God. Dear as you are to me, I would much rather prefer that you would find a grave in the ocean which you have crossed, than to see you an immoral graceless child."

BAD THOUGHTS.—Bad thoughts are worse enemies than lions and tigers; for we can keep out of the way of wild beasts, but bad thoughts win their way every where. The cup that is full will hold no more; keep your hearts full of good thoughts, that bad thoughts may find no room to enter.

Literary Notices.

A Critical and Universal Dictionary of the English Language, by Joseph E. Worcester, LL. D.

We have as little inclination as ability to play the part of umpire between the contending claims of this great dictionary and the work of Dr. Webster. For a fuller exposition of their respective merits we would refer the reader to the advertisements of their publishers found in our advertising pages. The vocabulary, in this work of Dr. Worcester's, is very full, the definitions concise and sententious, and the pronunciation is fully marked and accurate. Indeed it is in the departments of orthoepy and orthography that it claims superiority as a dictionary, its friends yielding the palm to Webster's unabridged quarto as a definer. We commend the book to the careful examination of those who are ambitious of a familarity with the English tongue. Dr. Worcester is a scholar of refined taste and his work will vindicate for itself a claim to a place in every scholar's library and on every teacher's desk. Published by Jenks, Hickling and Swan, Boston. For sale by S. D. Elwood & Co.

Advanced Course of Composition and Rhetoric, by G. P. Quackenboss, A.M.

A cursory examination of this book has impressed us with a feeling that it is a most valuable aid to the student of English composition. The subjects treated of are, the History of the English Language, Punctuation, Rhetoric, Prose Composition and Poetical Composition. Much valuable instruction is given under each of these heads. Nothing pertaining to the writer's vocation seems to have escaped the attention of the author, even to the correction of a printer's proof sheet, a specimen of which is given. Published by D. Appleton & Co., N.Y.

Thomson's Arithmetical Analysis.

The publishers, Messrs. Ivison & Phinney, N. Y., have sent us a copy of this little book. It is a mental arithmetic for the higher classes, and

its examples will furnish good exercise for even the most matured minds found in our schools. Mental arithmetic has been too much confined to the more juvenile portion of pupils: if this book induces older scholars to resume the study it will accomplish much good.

Outlines of Rhetoric and Belles Letters. By Abraham Mills, A. M.; published by Robert B. Collins, New York.

This is a small work more in the form of a treatise than a text book for schools. It is however furnished with questions. The style is pleasant and perspicuous, and the book an interesting and profitable one, both for the general student and the school room.

The Illustrated Hydropathic Review:

This quarterly is again on our table. "The present number completes the volume and closes the career of the Review." Its scientific matter will hereafter be found in the Water Cure Journal, and the more general portion of that Journal transferred to a new weekly paper.

Harpers Magazine:

Harper for November, can be found at J. A. Roys. The publishers say that its circulation is now greater than at any previous time. It is probably the most widely read of any magazine in America.

History of the United States. By Mrs. Emma Willard. Published by A. S. Barnes, & Co., of New York.

This history prepared by one of the oldest and most eminent Teachers in this country, has now been in use for more than 23 years. It has been revised, and its records brought down to the year 1851, and is now made one of the most correct and reliable histories of our country. It is a good book for the school room or family library.

The Singing book for Boys' and Girls' meetings. By Wm. B. Bradbury. Ivison & Phinney. publishers N. Y.

This is a collection of easy tunes and hymns, made for the ragged boys meetings, such as the benevolent people in some of our larger cities are establishing for vagrant children. It is in matter and form just fitted to its purpose and must prove acceptable to those who wish, anywhere to engage in this kind of labor for the neglected boys in our large towns.

Arthur's Home Magazine:

Arthur's Home Magazine for November is on our table, with its pages well filled. This is a good magazine for the home circle. Address T. S. Arthur, & Co., Philadelphia. Terms $2 a year.

Editor's Table.

Having consented to conduct the Teachers' Magazine another year, we have heartily resolved to use our utmost efforts to make it worthy of the class it represents and of the cause it advocates. To our fellow teachers

we shall look for aid in giving it such a circulation as will make its influence felt in the educational affairs of this state at least. Every teacher should at once subscribe himself, and canvass his district for it.

It will be seen by reference to the cover that we have again offered a list of premiums. That noble work, Webster's Quarto Dictionary, a book that no real scholar or literary man thinks of doing without, is placed within the reach of all. A few hours of well-directed effort will easily earn it in favorable localities.

WEBSTER'S QUARTO DICTIONARY FOR THE SCHOOL ROOM.

Will not some of our public-spirited teachers take this opportunity to gain this book for their district and scholars? Let them represent to the parents the value of this book for the school-room, and inform them of this opportunity to get it, and many who would not subscribe for the Journal alone will perhaps be willing to do so in aid of the teacher and school.

The State Teachers' Association will hold its next Annual Meeting in Ann Arbor in the early part of April next. The time will be announced in a future number. Preparations are in progress to make this a large and influential meeting. Let every teacher resolve to attend.

ITEMS.

The meeting of the American Educational Association, which was to have been held at Washington, D. C., on the 8th of August, will take place the 26th of December next.

The venerable William Darby, Esq., well known as the American statician geographer, died in Washington on Monday, Oct. 9th. He was 78 years of age.

Alexander von Humboldt lately celebrated his 85th birth day. The illustrious philosopher is in the enjoyment of full bodily health and intellectual vigor.

A London paper says that on September 19th, the venerable President of Magdalen College, Oxford, Martin Joseph Routh, D. D., entered on his 100th year; he was elected President in 1791, or 63 years ago.

A literary gentleman of New York is writing a life of Horace Greeley, to be published about New Year's day.

The Bangor Whig learns that Thomas Drew, Esq., recently deceased, has left, by his will, the sum of $20,000 for the establishment of a farm school for boys.

Mr. Catherwood, the distinguished artist, was on board the Aretic, on his return from a brief visit to England, on private business, and is probably among those who were consigned to a watery grave.

EDUCATION.—By the liberal donation of $3,000 from John Beveridge, Esq., of Newberg, and the valuable bequest of the late John Bloomfield of Rome, of over $20,000, the New York State Colonization Society are entrusted with a certain annual income of about $1,600 to be expended in the support of the young getting an education for usefulness in Liberia. The funds are expended in the best schools in Liberia, to aid promising young men in acquiring a thorough academic education. Education in general, is rapidly increasing throughout the colonies.

OBERLIN COLLEGE.—While this College has 1305 members enrolled on its catalogue, and an average daily attendance of between 800 and 900, the number of its graduates at the last commencement was but 33. It is said that this college is the scene of a constant revival of religion—that more or less conversions occur every week, and that some 150 or 200 occur annually.

The sixth volume of Bancroft's History of the United States has just been published by Little, Brown & Co., bringing the work down to the year 1774, and forming the third volume of the History of the Revolution.

The citizens of Ann Arbor have voted to raise the sum of $12,000 for a new Union school house.

The Michigan State University, never opened with more flattering auspices, than the present term. There are about eighty students in the Freshmen class.

The State Normal School is still rising in public favor. Three hundred and twenty five pupils have attended the recent Teachers' Session, and there are now two hundred and fifty regular students in daily attendance.

The Ypsilanti Union School building has been recently enlarged by the addition of a wing, constructed like the main building of brick, and measuring 40 by 70 feet. It contains a chapel 40 by 60 feet, and a large suit of ladies dormitories. The cost when finished, will be nearly $4,000. 125 students from abroad have attended this Institution the past term. Its Teachers' class has numbered about forty.

The citizens of Jackson are erecting a new Union School house at a cost of about 11,000,

Rev. M. A. W. Dunlap, recently from the State of New York, has taken charge of the Jonesville Union School.

Mr Elias Cooley, Jr., formerly of the Genesee Prairie Academy, has become Principal of the Paw Paw Union School.

Mr. Richard Taylor of New York, has succeeded Prof, Dixon in charge of the Union School at Lansing.

MICHIGAN

JOURNAL OF EDUCATION

AND

Teachers' Magazine.

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The Union of the Intellectual and the Moral in Education.

An Address, delivered at Romeo, before the Macomb Co. Teachers' Association, Oct. 19, 1854, by Rev. P. R. Hurd.

(Concluded.)

I will allude to but one other consideration in favor of the union of the intellectual and the moral in our public instruction. And that is, the exigencies of the peculiar system of government under which we are permitted to live—a system of government left us by our fathers as their richest legacy, and of which we are all justly proud. We are not the slaves of a despot, nor the subjects of a king, but the free citizens of a republic. But on what, I ask, do republics rest? If the testimony of history be consulted, the answer must be, not on intelligence alone, but on intelligence *and* virtue combined. The ancient republics, those bright meteors which have now and then shot across the political sky to raise for a time the hopes of the oppressed and well-nigh despairing millions, all failed, not from any lack of intelligence in the citizens, but from the depravity of public morals. In them the arts of civilized life were brought to the highest perfection; knowledge was universally diffused among the masses: but in the defective morality which prevailed, a canker-worm was found upon the heart of the body-politic, by which its very life-blood was speedily denounced. And here manifestly lies *our* chief danger. How shall it be arrested? Is there any other way but to train our children to the sentiments and habits of virtue, at the same time that we store their minds with the elements of knowledge? As good and trusty guardians of our free institutions, how can we afford to arm our youth with the fearful power of an intellectual development, without at the same time throwing around it the safeguards of a healthy moral training? A due

combination of the two is certainly as important as our liberties are precious. The one ought never to be allowed to outrun the other. The one ought never to be imparted with the hope or expectation that the other will be obtained from some other source. Our schools should be nurseries of virtue, as well as of intelligence.

The grand objection to the union of these two elements of education in our public schools, is found in the fact of a diversity of religious views prevalent among us, with which the government in its very organic principles, is pledged not to interfere, except to throw the ægis of its protection around them all. Because the Church and the State are separate, it is claimed that the intellectual and the moral in education should also be separate. The objection is solely a matter of sectarian jealousy, or of infidel opposition to religion. As to the latter, I boldly claim that it is utterly unworthy of notice. We are emphatically a christian nation. The existence and government of God, together with our dependence upon him, and our obligations to him, are fully recognized in our very constitution and laws, and in all our public proceedings. The Infidel, the Pagan, the Mohammedan, therefore, while he is freely tolerated among us, and allowed to dwell under the shadow of our beneficent institutions, should be content. He has no right to claim an accommodation at the expense of a superversion of the very principles on which these institutions are based. He has no right to go into our schools, and say that the elements of christianity shall not there be taught; nor if he should, are we required by any principles of our free institutions to yield to his demand. As a christian state, we have an undoubted right to stand upon the broad platform of christian principle, to mould all our institutions after the christian pattern. It is high time that this point were well understood, and fearlessly insisted on; lest in the extreme of our liberality we at length be betrayed into a concession of all that is really valuable or stable in our boasted institutions. Let every Infidel objector be promptly met by the assertion that we are a christian people; and therefore not only have the right, but are most strenuously obligated to train our children in the principles of christian morality.

But the jealous sectarian—what shall we say to him? By what arguments shall he be reconciled to the course for which we are pleading? It is here, I am ashamed to say, that the greatest difficulty is encountered, in allaying the fears and quieting the suspicions of rival and contending religionists. But these fears and these suspicions are all groundless, and must yield at once to a broad and intelligent view of the subject. Moral culture is by no means synonymous with the inculcation of sectarian dogmas. A wholesome morality certainly is to be found in common with all the sects. As much as this at least is claimed by each of them, and may safely be allowed. Nay, I hesitate not to advance still further, and assert, that among all the sects which are recognized by the public voice as truly christian, there may be found all that is really valuable or essential in religion. Of this, the spirit and essence of christianity, which ought to be esteemed of far higher value than creeds and dogmas, none

of them can claim an exclusive possession. Why then may not this be taught in our schools without danger or detriment to any sect as such? nay, to the manifest advantage of every one of them—inasmuch as it would so far abridge the labors which must needs be expended. It is for this simply that we plead—not that the State should favor any particular christian sect above another in her schools, but that in giving a certain amount of intellectual training to her youth, she should be careful to give them at the same time an equal amount of training in the great essential features of christian morality—that morality which is common to all the sects. And if this is practicable, certainly it must be allowed to be desirable. And who will say that it is not practicable? that christian virtue may not be taught in our schools irrespective of sectarian shibboleths? No high-minded, broad-viewed religionist, I am sure, will ever claim it — none but the narrowest of all bigots, whose tiny souls never travel beyond the circumscribed limits of their own littleness. These, with characteristic fatuity, will prefer that our schools be rendered absolutely godless, unless their favorite tenets are permitted to be incorporated with the morality taught; and to produce this ruinous result they will be found joining hands with the Infidel and re-echoing his senseless cry of a prospective union between the Church and the State. All others will lift up their united voice for a system of public education which comprehends the two great elements of our nation's greatness and glory—intelligence and morality.

The only real, practical difficulty in the realization of our ideal, is to be found in the so-called Catholic question, which for a few years has so profoundly agitated some parts of our country. The Catholic Priesthood, as a body, stands opposed either in principle or policy to all instruction in which Romanism is not made conspicuous and predominant. Particularly do they object to the reading of the Bible in our schools—an objection which the great body of Protestants are by no means disposed to allow. The Bible to them contains the great charter of our liberties, as well as of our religion; and therefore they insist that it shall not be excluded from our public schools as a bad or a dangerous book. Thus the two parties seem to be hopelessly arrayed against each other, with no reasonable prospect of ever coalescing in the matter. And yet were there a real disposition for an accommodation on both sides, an adjustment of the difficulty might be made with the smallest concession from each. Let the reading of the Protestant Bible be given up, so far as Catholic children are concerned, and let a catholic version be substituted in its stead. Or, what is better, let a selection be made from both, under the direction of a committee agreed upon by both parties, in which all shall be exercised; and a book of christian morality compiled, distinct from the peculiar dogmas of each, to be made the text-book for all. In this way, if the Protestant will only yield something of his prejudices, and the Catholic consent to become more the citizen of this free Republic than the subject of a foreign despot, a fusion of these seemingly discordant elements might readily be effected, and the youth of our country, of all

religions, trained together in our public schools for a virtuous, prosperous, and happy life. This thing has already been achieved in this way in Holland, and when it was far more difficult in Ireland. In the language of another, "the British government, undertaking at least, in good faith, to construct a plan of national education for Ireland, appointed Archbishop Wheately, and the Catholic Archbishop of Dublin, with five others, one a Presbyterian, and one a Unitarian, to be a board or committee of superintendence. They agreed upon a selection of reading lessons from both translations of the Scriptures, and by means of a system of restrictions and qualifications, carefully arranged, providing for distinct methods and times of religious instruction, they were able to construct a union, not godless or negative, but thoroughly christian in its character, and so to draw as many as 500,000 of the children into the public schools: confering thus upon the poor neglected and hitherto oppressed Irish, greater benefits than they have before received from any and all public measures since the conquest." And why might not a similar arrangement be made in our own country, with the like happy results? For it certainly there is a call equally loud and imperative. And he who should accomplish it would lay his country under a heavy debt of obligation. One of the most alarming causes of future irritation and faction in our government would thus be removed, and the prospect of a perpetuation of our free institutions greatly brightened. This is a subject which I am sure is well worthy of the attention of the patriot, the philanthropist, and the christian; it is worthy of our best thoughts and our grandest exertions.

Such then, my friends, are the views which I hold on this important subject; such the principles by which I would have you governed in the discharge of the high functions of your calling, as the teachers of our public schools. I plead not for a sectarian education for our children and youth. The older I grow, the less I think of the relative importance of those old dogma, which have so long and so unhappily divided the great christian family. They may all be given up, or ignored, without any material loss to any one. But not so the great principle of christian virtue which underlies them all. This lies at the very basis of our free institutions; it furnishes the only solid ground upon which either a noble character or a happy life may be built. And for this reason I am anxious that it should be inculcated as a part of that mental equipment with which our youth are to be furnished for the great battle of life

I cannot close these remarks without alluding for a moment to the high dignity and vast responsibility which pertain to the teacher's office. What calling can challenge a higher dignity than that which has for its object the training of the immortal mind, the laying of a foundation upon which an ever-enduring superstructure is to be reared? Other callings are indeed great, and reflect no small honor on those who are engaged in them. The patriot, who by his valor delivers the country from a galling and oppressive yoke, and the statesman who by his wisdom and devotion lays broad and deep the foundations of its future greatness, or guides the gallant ship of state through the perils which beset her, are engaged

in an honorable employment, and well deserve the esteem of a grateful people. They will live embalmed in the memory of the millions whom they have benefited. But nations are not immortal. They soon pass away; and with them, not only the work, but the memory also, of those who have wrought upon them. Imperial Rome, the once proud mistress of the world—where is she now? and who now cares for those who were the architects of her greatness? Not one. Both the empire and its heroes are buried in one common grave, beyond the power or the possibility of a resurrection. Not so, however, the materials on which the teacher is engaged, or the moulding which he gives them. These no changes can destroy. They never perish. No generous impulse, no virtuous inclination, imparted to a youthful mind, will ever be lost. It will travel on with him forever; as imperishable as the soul itself; standing as an everlasting monument of the teacher's fidelity, and challenging for him an esteem co-extensive with his being. The faithful teacher will be held in grateful remembrance, when the names of the Alexanders, the Cæsars, the Washingtons and the Napoleons are forgotten. His calling is therefore, one of surpassing dignity.

It is also one, I add, of great responsibility. It is no trifling matter, certainly, to be employed upon a work of such vast moment—a work which is to stand forever, affecting the everlasting weal or woe of a rational soul. If one ever trembles, surely it must be when entering upon an undertaking like this. If he ever craves the best gifts, or sighs for supernatural guidence, it must be when thus about to place his hand upon the plastic nature of an immortal mind. Who is sufficient for this business." Upon whom ought it to be devolved? Not upon those certainly, who have never yet comprehended the great end of their own being; who have never begun to master their own evil passions and corrupt propensities. The great work of self-direction and self-government ought manifestly first to be undertaken. Then only may they be safely entrusted with the direction and government of others. This business is too sacred to be entered upon for purposes of mere gain. It takes hold of interests too momentous to be sacrificed on the shrine of Mammon. None but the highest, purest motives should ever actuate the teacher of youth. It has been said that the undevout Astronomer is mad. The undevout teacher is certainly more than mad. With profane foot he is treading upon hallowed ground; boldly rushing in where angels scarce dare to go. Let him pause and consider well the results. Let him pause, until he shall have equipped himself for the holy calling by schooling himself both to the love and the practice of virtue. The minds of our children and youth are too precious, their habits of thought and action too important to be entrusted to the moulding influence of an irreligious teacher. Full one half of their waking hours are spent under his immediate control; and during the time they are receiving impressions, as well from his character, as from the instruction he imparts—impressions which no home influences will be able wholly to counteract. To all those then, who have not trained themselves to habits of decided virtue, whatever may be their

literary attainments, I would say avoid the responsibilities of a teacher of youth. Add not to your accountability by imparting your own unworthy characters to others. And to all parents I would also say, let the moral qualifications of the teachers of your children be the object of your first inquiry. For a deficiency here, nothing else can compensate, no breadth of mind, no proficiency in the sciences, no aptness to teach. Of very little use will it be, either to them or to you, that their intellects are cultivated, if at the same time their morals are either poisoned or neglected. Better that the light of science never dawn upon them if it is to be unaccompanied by the pure light of heavenly virtue. Let the two be blended, and the result, with the blessing of God, will be as grand as the fondest paternal heart can desire for its offspring.

For the Journal of Education.

Undeveloped Mind.

The subject proposed for consideration is of vast importance, involving the following points worthy of notice:

1st. Man is endowed with intellectual faculties.

2nd. A proper cultivation of these faculties alone can qualify him for his high and holy destiny.

3rd. Such cultivation is not universal.

4th. Means to be employed for the attainment of so desirable an end.

Leaving the first, which needs no argument to sustain it, we pass to the second consideration. And here let us inquire: What is the destiny of man? What relation has the present to the future?

> "The soul of man, a native of the skies!
> The illustrious soldier in this foreign land,
> Like strangers, jealous of her destiny,
> Studious of home, and ardent to return.
> Of Earth suspicious, Earth's enchanted cup
> With cool reserve light touching, should indulge
> On immortality her god-like taste;
> There take her draughts; make her chief banquet there."

A child of immortality, destined to its eternal home, is the occupant of the clay tenement. How momentous, then, the inquiry: How shall its heaven-born powers be best developed, while tabernacled in the flesh? To the parent and the teacher of youth, this subject is of transcendent importance. To their guidance we committed the tender minds of young

immortals; and the well or ill being of the future depends upon the faithful exercise of the fashioning skill of the incumbents in these important stations in life.

Without mental and moral culture, the mind gropes its way in gross darkness and superstition — unconscious of its own immortal powers; blind to the ever-varying scene of beauty which presents itself on every side; insensible to the melody of Nature's myriad voice; in short, a stranger to all the blessings of cultivated intellect. *With* this culture, the mind expands in vigor, and beholds new scenes constantly opening to view, inviting to a full development and exercise of its powers.

Thus directed, the expanding and delighted mind grasps new and difficult principles of science, gaining steadfast footing at every step, and rising higher in its shining course, till the youth of tender years merges into the full glory of intelligent manhood. Life now presents a field of active labor, and beyond appears the goal of happiness. With qualifications for the performance of life's duties, the mature mind leaves an impress upon the page of time, and the illustrious name is handed down to posterity as an honor to the literary and scientific world.

Had the bright galaxy of mind, which has adorned the page of science and art, been left unpolished by the skillful hands, untaught to soar aloft and bring heaven down to earth; those glittering names would not stand forth in bold relief upon the historians page. Newton, Locke, Bacon, Milton, Herschell, and a host of names, now household words, would have passed into oblivion but for the cultivation of the mind.— And it is reasonable to suppose that other minds, of perhaps equal natural capacities, borne down by adverse circumstances, have passed life's journey unilluminated and sunk in the oblivious vortex of ignorance.

What is true of other ages, is also true, to a certain extent, of the present, even amid the effulgent blaze of science and art. How many youthful minds, now in the transition state, might, by the exercise of proper influence, be fired with a holy desire to tread the paths of intelligence; who, uninfluenced by an attractive presentation of truth, may descend to the tomb, leaving no impress forged upon others; but presenting a course of life, dark with the stains of folly and crime, closing with a shameful death. Who cannot recall to mind, in the most limited observation, examples of persons rushing to opposite destinies?— Why is this? Proper mental and moral influence on the one hand, and its opposite on the other, is a sufficient solution of the inquiry. Even

now, in our own midst, there is a perverse influence at work, which should arouse the united and persevering efforts of the wise and good for its removal. That influence is parental indifference to the true interests of the child.

No proof is wanting to establish the fact that mind is not universally developed. The mass of mankind are wholly destitute of the means of mental cultivation. And where intelligence prevails it is far from universal. Hence we come to the consideration of the last feature of the subject; the means by which the general development of mind is to be effected.

The progress of reform is not generally rapid. All true reformatory influences have their origin in the principles which underlie the fabric of society. These principles, if wrong, must be corrected. This is not the work of a day, but of years, and often of ages. From the period of the Reformation to the present, the march of mind has been onward, but in the closing half of the nineteenth century, much remains to be accomplished.

Much has been effected in the cause of popular education; but the grand work of universally enlightening the mind is as yet but in its infancy. A deep and general interest must be awakened in the public mind in behalf of the objects of education. An impulsive desire to seek the fount of knowledge and quench the cravings of the mind, must be felt in all the ramifications of society before it can be said that the object sought by the great and good of past and present ages is attained.

In developing the mind of the rising generation, the family circle and the school are prominent among the instrumentalities to be employed. The fireside and the schoolroom are to be made attractive by the glow of intelligence, and the divine influence of love. The parent and the teacher are to mould with master skill the plastic mind of youth and fit it for its high and holy employment. Noble employment! Fit task for angels!

May the time not linger when a holy influence shall go forth from every home and schoolroom in the land, to elevate and bless succeeding generations; when the brow of the son of toil and the child of affluence shall alike exhibit the cultivated intellect; when man shall be freed from the shackles of superstition, and the light of science and the beams of truth shall shed a halo of glory on the future of our race.

Fellow teachers of Michigan, to our care is committed the welfare of the immortal mind. Let us awake to a full realization of our station.—

Let us seek the avenues to the mind, and implant there the germ of future mental and moral greatness. As wise educators, this is demanded of us; and we prove recreant to the trust reposed in us if we fail thus to do. Nothing short of a holy zeal in the performance of our duties, will justify us in our labor, and lead us to hope for the much desired results of a general diffusion of knowledge, and the full development of the intellectual and moral powers of the rising generation. M. D. G.

New Harmony, Oct. 27th, 1854.

From Household Words.

School Keeping.

Prizes are now being offered to the pupils at training schools in several English counties for the purpose of promoting a knowledge of the art of conveying sound instruction in common things, to the children of the working classes. In the movement that has thus been set on foot by Lord Ashburton, the whole English public claims to participate; the need of much more sense in school teaching, and even (with reverence be it said) in university systems, it is so very obvious, that Lord Ashburton's suggestion has gone off like a gun in a rookery and has set every quill flying.

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When it is possible to add a demonstration to a theory, it ought to be done, and it would certainly be unjust towards the little crotchets that I here wish to set forth if I did not (as in truth I can) make evident that they are something more to me than idle fantasies. At the same time, let noboy interpret anything here said as a puff composed during the Christmas holidays for the replenishing of anybody's forms; the writer's occupation as a schoolmaster is over, he has now no school and takes no pupils, nor can he name any school in this country that is carried on according to his plan. Furthermore let it be said that if he did know of such a school, it is quite possible that he might entertain a low opinion of it, for a reason that will be made evident by the crotchet next and first to be detailed.

Crotchet the First. Concerning plans of teaching. Nobody has any right to impose his plan of teaching on his neighbor. There is no method that may call itself *the* method of education. There is only one set of right principles, but there may be ten thousand plans. Every teacher must work for himself as every man of the world works for himself. There is for all men in society only one set of right principles, yet you shall see a thousand men in one town all obeying them, although all in conduct absolutely differ from one another. They will present among

themselves the widest contrasts, and yet every one may be prospering and making friends. Thompson talks little, avoids company, sticks to a few good friends, and does his work in a snug corner. Wilson speaks freely and cheerily, delights in associating with his fellows, and works with a throng of helping hands about him. Jackson is nervous, fidgety, and constitutionally irritable; he does his duty, though, and gains his end. Robson, on the contrary, is of an easy temper, lets a worry rest, and never touches it when he comes near; he does his duty, too, and gains his end. But, let the shy Thompson undertake to make his way in the world by being, like Wilson, sociable and jolly; and he will make himself contemptible by clumsy efforts, and the end of them will be a dismal failure. In the school, as in the world, a man must be himself it he would have more than a spurious success: he must be modelled upon nobody. The schoolmaster should read books of education, and he may study hard to reason out for himself by their aid, if he can, what are the right principles to go upon. A principle that he approves, he must assimilate to the nature of his own mind and of his own school before he can adopt it. Even his school he must so manage that it shall admit of great variety of plan within itself, and suffer him so to work in it as to appeal in the most effective way to the mind of each one of his scholars.

The practical suggestion that arises from this crotchet, is, that each teacher should take pains not to make an abstraction of himself; but to throw the whole of his individuality into his work; to think out for himself a system that shall be animated by his heart and brain, naturally and in every part; that shall beat as it were with his own pulse, breathe his own breath, and in short be alive.

Crotchet the Second. Upon the qualifications of the teacher. He may be mild or sharp, phlegmatic or passionate, gentle or severe, he may thrash or not thrash — but I would rather he did not thrash. As men differ and must differ, so must teachers, so must schools. But, no man can be a good teacher who is a cut and dried man without any particular character: his individuality must be strongly marked. He should be, of course, a man of unimpeachable integrity, detesting what is base or mean, and beyond everything, hating a lie. He should have pleasure in his work, be fond of children, and not think of looking down upon them, but put faith — and that is a main point which many teachers will refuse to up hold — put faith in the good spirit of childhood. He must honor a child or he cannot educate it, though he may cram many facts into its head. It is essential also to the constitution of a good teacher that, whatever his character may be, he shall not be slow. Children are not so constituted as to be able to endure slowness patiently. He must also not be destitute of imagination, for he will have quick imaginations to develop and to satisfy.

Futhermore it is essential that he should deeply feel the importance of his office, and utterly disdain to cringe to any parent or to haggle for the price of services that no money can fairly measure. In all that I here say, I speak with direct reference to schools, for the children of those

people who are well to do in the world, and can afford to support the kind of teacher they desire. Schools of that kind ought to be in the hands of men trained long and carefully in many studies. Assistant teachers should be men qualified to aid, by undertaking, each a single branch of study in which they have obtained perfection; but the head of a school should carry its brains and be, as nearly as he may be, versed in all its business. It is not for him to teach a speciality but to command respect by the breadth of his attainments, to link all parts of his plan together, and unite them in the boys' minds into one great whole. He should add to his classical knowledge an acquaintance with, at the very least, two modern languages; he should know how to account for, and to make comprehensible to boys, the reasonings of mathematics; he should have studied and be able to teach, the history of the world as a whole; he should be well read in books of travel, and have a full elementary knowledge of the entire circle of the sciences. He should be well read in the literature of several countries and of his own day; he should study the political and social movements that are going on about him, and employ even the news of the day in his teaching, by applying it to school knowledge and school knowledge to it. He should be able to bring every study into visible subservience to the best and commonest aims of life, showing the children at once how to think and how to make all acquired knowledge available and helpful in their daily work. All this may be too much for one man; but it is not too much for one man and a library. The proper breadth of cultivation given, depth must be maintained by constant and habitual study. The most learned teacher ought incessantly to read and think, so that he may be on each topic as full-minded as he should be when he proposes to give lessons to a child. The good teacher must be devoted to his work; if he wants pleasure and excitement he must find them in the school room and the study. For it is only when his teaching gives great pleasure to himself that it can give any pleasure whatever to his pupils. The parent must not grudge to a worthy teacher the most liberal reward that lies within his means. It is not to be supposed that any large body of men can be induced to devote themselves heart and soul to an ill-paid profession, which demands peculiar talents and expensive training, with a toil both in preparation and in action that can never be remitted.

Crotchet the Third. Of the child taught. There is no fault of character in boy or girl that cannot be destroyed or rendered harmless, if right treatment be applied to it in time; that is to say, within the first twelve years. We inherit tempers and tendencies which sometimes, when they are neglected, bring us to harm. The bent of character is settled before birth. Anything cannot be made of any boy or girl, but something can be made of every child, which shall be satisfactory, and good, and useful. The tendency that would, under a course of neglect or bad management, produce out of a cross infant a self-willed and dogged man, may be so managed as to develop into firmness tempered with right judgment.—Mismanagement at home hinders good management at school, and, for a

generation or two, that difficulty will hurt the operation of the best school systems. There belong, however, to the spirit of childhood and youth, qualifications through which a true-hearted appeal is sure of a true-hearted reception. Children are good, and they are so created by Divine Wisdom, as to be wonderfully teachable. They are, however, also so created as to require free action and movement, to be incapable of sustaining long continued mental exertion, to be restless. It is not in the constitution of a child to sit day after day for three or five consecutive hours upon a form. If the school-master subject children to unnatural conditions, and Nature assert herself in any boy or girl more visibly than discipline admires, the teacher not the child is then in fault; and it is he or she—if any one—who should stand in the corner, do an imposition, be whipped. It is only possible to teach a child well, while accommodating one's ways humbly to the ways of Nature.

Crotchet the fourth. On the constitution of a school. Since there is no such thing as a plan universal for all teachers; since each school should maintain its own individuality; since a school the plan of which is an abstraction is a dead school; I can only express my notions on this subject by explaining what sort of a crotchet my own notion of school-keeping was, and how it answered. Let me be at the same time careful to reiterate, that I do not propose it as a nostrum, but that, on the contrary, I should hold cheaply the wit of any one who copied it exactly in practice. I only want my principles adopted—nothing more. One notion of mine was, that if children could be interested really in their studies—as they can be—so long as they were treated frankly and led by their affections, the work of education could be carried on entirely without punishment. 'I had been, as a boy, to many schools, and knew how dread begot deception, and we were all made, more or less, liars by the cane. Even our magnanimity consisted frequently in lying for each other, and obtaining for ourselves the floggings that impended over friends. I knew how deceits rotted the whole school intercourse to which I had myself been subject; how teachers, made distrustful, showered about accusations of falsehood; how we cribbed our lessons, and were led to become sly and mean. I do not mean to lay it down as a principle that schools should be conducted without punishment; I can conceive a dozen kinds of men who would know how to do good, with a few floggings judiciously administered. But I was not one of the dozen—I should certainly have done harm. Corporal punishment being abolished, there remained few others. For, I uphold it as a principle that punishments which consist in the transformation of the school room to a prison, or in treating studies and schoolbooks as if they were racks and thumbscrews—instruments of torture to be applied against misdoers, in the shape of something to write or something to learn—to learn, forsooth!—defeat the purposes of education, heap up and aggravate the disgust which it should be the business of a good teacher carefully to remove as it arises.

I set out, therefore, with the belief that I could dispense wholly with

punishment, if I could establish perfect openness of speech and conduct in the school. Accordingly, a little ceremony of signing a book was established on the entry of each pupil, whereby the signer formally promised in all dealings with his teacher or his companions "to act openly and speak the truth." All motive to deception being as much as possible withdrawn, the strongest motive penalty could give, was put in the other scale; for, it was established as a fundamental law that a first falsehood would be forgotten, but after a second the offender would be required to leave the school. This law was taken, as it was made, in sober earnest. There was only one transgressor, a youth of fifteen, blunted in feeling by a long course of mismanagement. He did not remain with us three months. Systems, and very good systems too, according with the individuality of other teachers, would provide for cases of that kind; mine did not. It was so far faulty. It would suit forty-nine children out of fifty, but the fiftieth would need another kind of discipline. A little pains being taken to keep up the feeling, perfect openness was secured, and no tale-telling was possible, for every one told frankly his own offence.

And that too was the case, although it was found in practice not quite possible to go on wholly without pains and penalties. At first, when there were half-a-dozen pupils, all went well; but when the number had increased, though all continued to go well, and the best spirit was shown by the children, it was not possible for them, gathered in groups, to exercise so much self-control as they might themselves wish, and as was necessary for a reasonable discipline. The joyousness and restlessness of youth, not being chilled in any way, would now and then break out at inconvenient times, and every idler was a cause of interruption to his neighbors. Penalties were therefore established. They were of the lightest kind, and represented nothing but the gain or loss of credit. They would have been ridiculous, except in as far as they were applied to children anxious to prove their resolution to do right.

Rewards were established with the penalties, and it is necessary to explain their nature first. I think it may be laid down as a principle, that the practice of urging school-boys, or even young men, into fierce competition for a book, a medal, or a sum of money, hurts more than it helps, the work of earnest education. The true teacher ought not to give prominence to an unworthy motive for exertion; only a false teacher does that, to escape, in an artificial way, some of the consequences which result from the false principles on which he goes to work. It was my crotchet to give nobody a book for being more quick-witted than his own neighbor; but, as much as possible, to set each working for his own sake, and to fix a common standard—not of intellect, but of application and attention, which each was to endeavor singly to attain. It was possible that, at the end of a half year, every pupil might receive a first-prize,—It was certain that, as prize or present, every one would receive a book, and although there were first, second, and third prizes, the difference between them was not to consist in money value.

This was our system of penalties, by which alone the little state of children was held in sufficient check: Whoever, during work time, was a cause of interruption, had an interruption marked against him. If he interrupted three times, it was said that he lost half-a day; if six times, he lost the day, and, for the day, had nothing more to lose. If he chose—as he never did choose—it was to be supposed that, having got so far, he might make as much noise as he pleased thereafter. Gay spirits now and then indulged themselves in the luxury of two offences against order, stopping at the third. Every offence against discipline went by the name of interruption; and we called a day a ticket. At the end of the half year, each pupil's lost days were counted, and according to their number was the number of his prize. Within the cover of his book was pasted a small printed form, which, being filled up, carried abroad the exact intelligence that its owner had been present and attentive at school a certain number of days, absent or inattentive another certain number of days, and had received that book as a first, second, or third prize. The success of this plan was greater than a man putting no faith in children might suppose. Stout boys who could pull at an oar with a strong arm, were not too big to cry, sometimes over a lost half day. The ages of the pupils ranged between eight and fifteen. Now and then, it happened that some great event outside, such as the freezing of a pond, produced an irrepressible excitement. Common restraints would not check talking and inattention. The punishment then introduced is horrible to tell: There was no teaching! All lessons were put aside. Instead of extra lessons for a punishment, no lessons appeared to me the best mark of supreme displeasure. Lessons were not to be regarded as their pain, but as their privilege; when they became unmanageable, the privilege was, for a time, withdrawn. Whatever you may choose to call a punishment, becomes one to an honest and well meaning child. Stoppage of lessons checked all turbulence at once, and the school looked like a dismal wax-work exhibition until the prohibition was withdrawn.

Children are very teachable and it is just as easy to excite in them, and to lead them by, a sense of honor and self respect, as to spur them on, by promoting among them rivalries and jealousies, and try to drive them out of mischief with a cane.

Having explained our criminal code, let me describe next our ordinary constitution, which was from beginning to end one shock to the feelings of Quemaribus when I detailed it to him. Children are not fond of gloom or ugliness; and it is not wonderful if they have little admiration for the customary school room and its furniture. My crotchet on that subject was, that the best room in the teacher's house should be the school room, and that he should do all he in reason could, to give it a cheerful and even elegant appearance. The school of which I speak, was established by the seashore, and there was a very fine view from our school room window. It must be confessed that there was plenty to look at, and sometimes certainly a ship or a donkey would appear at inconvenient seasons; but, as we did not shut the world out from our teaching, there was

no good reason why it should be shut out from our eyes. There was a back room used for supplementary purposes, but the front room was the main work place. I was the first tenant of the house, and prepared it.—For that school room, in defiance of all prejudice, and in the mad pursuance of my crotchet, I chose the most elegant light paper I could find—a glazed paper with a pure white ground, under a pattern that interfered little with the whiteness and delicacy of the whole effect. After two years of school work in that room, it being always full, the paper was left almost without a soil. There had been a few ink-spots that could readily be scratched out with a knife, and one mishap with an inkstand, of which the traces were sufficiently obliterated with the help of a basin of cold water.

Upon the mantelpiece were vases which the children themselves kept supplied with flowers. The room was carpeted, and it must be granted that the carpet soon wore out. There were little cane chairs instead of forms, cheerful looking tables instead of school desks. The aspect of the room was as cheerful as I could contrive to make it, and was a great shock to the prejudices of Dr. Quemaribus. It did contain, however a blackboard, a pair of little globes, and a great map of the world: to which our references were so incessant and I believe often so pleasant, that I think we all were glad to be familiar with its features.

Dr. Q. called on us one Monday morning before his own Christmas holidays were over—ours being short—and he made a grimace when he found us very snugly seated about the room, one stirring the fire, and all talking about the news of the day. I was insane enough to devote every Monday morning to that sort of study, and the Doctor candidly confessed before he left that it was not altogether folly. Boys accustomed to discussions upon history, looked at cotemporary events from points of view that appeared quaint to him and not entirely useless. They bewildered him by their minute acquaintance with the recent discoveries at the North Pole, which they had acquired while their hearts were full of sympathy for Sir John Franklin. There was a new scientific discovery of which they were endeavoring to understand as much as possible, and they were criticising social movements in a startling way. The Doctor observed too, how the tempers and the humors of the children were displayed in this free talk, and how easy it became, without effort or ostentation, to repress in any one an evil tendency—the tendency, perhaps, to pass summary and contemptuous opinions—and to educate the intellects of all. A great deal may be done when all seem to be doing nothing. When news was scarce, and time was plentiful, we filled that morning with a lesson upon what we entitled "common knowledge." That topic recurred two or three times a week, and was concerned with reasonings and explanations on the commonest of every day words and things.

We divided the day into two very distinct parts. Half was spent upon book study, as of languages, arithmetic, and mathematics; the other half upon history and science. I began to struggle—through the history of man—fully enough to occupy over the task five or six hours a week, and

get to the end in about three years. In the same time, we were to get through the story of the world about us, and complete the circle of the sciences. Geography we learnt insensibly with history and science, filling up our knowledge of it with the reading of good books of travel. In these studies, the interest taken by the children was complete; but partly because I felt that there was insecurity in oral teaching by itself, partly because I wished to see how we were getting on, a practice was established of mutual examination in all things taught verbally to the whole school together. All were parted into two sides, matched prettily evenly, whose work it was to puzzle one another. The sides were often shifted, for the eagerness of competition became sometimes greater than was wholesome; though it was a pure game of the wits, in which there was no tangible reward held out to the victor. Very proud I felt at the first trial, when I heard questions asked and answered upon facts in history or natural history, or explanations of familiar things taught verbally, in some cases, twelve months ago. It was felt to be of no use to ask anything told within a month or two, because that probably would not have been forgotten. I got a book and entered every question that was asked, wording it in my own way, but altering or prompting nothing; and the book now lies before me, an emphatic proof of the degree and kind of interest that children, taught without compulsion and allowed to remark freely upon all that they are doing, can take in the acquisition of hard knowledge. They began curiously with thoughts rather than things; and with thoughts too, that had not been discussed among us for a twelvemonth. "Why does China stand still in her civilization?" was asked first; that being answered, the other side returned fire with the same kind of shot, "Why did our civilization begin on the shores of the Mediterranean?"—That was remembered, and there was a return question ready, "Upon what does the advance of civilization depend chiefly?" That, too, was known, and there was a shot more in the locker, "Why is England so particularly prosperous—why not some other island?" Then, there was a change of theme; a demand for the habits of the sexton beetle was returned again in kind by a demand for ditto of the ant-lion; and upon the white ants there was a retort made with the gad fly and the Bosphorus. Then, one side grew nautical, and wanted a description of all the parts of an ancient ship of war. They were remembered—for the topic was but a few months old—and the retort was, "Describe the spy boats of the ancient Britons." That day's engagement ended with the question, "Why is it close and warm in cloudy weather?" to which the return inquiry was, "Why is it colder as you rise into the air, though you get nearer the sun?" Every question asked that day, was fairly answered. On the next day of battle, I find one side asking to be shown the course of the chief ocean currants, and the other demanding to be told what causes ebb and flow of tide, spring and neap tides, and to be shown the course of the tide wave. I find questions, in the same day, on the wars of Hannibal, the twinkling of the stars, the theory of coral reefs, the construction of the barometer and thermometer, the tide in the Mediterra-

mean, and how one branch of a fruit tree can be made to bear more than the rest. Farther on, I find such questions asked as the difference between ale and porter, between treacle and molasses, how a rope is made, how spines are formed on shells, when linen was first used in Europe, and what is the use of eye-brows and eye lashes.

After this system of mutual examination was established, a new phase of our school life displayed itself. The oral teaching, which had evidently not been thrown away, was cultivated with new care; a great system of note-taking arose; all kinds of spontaneous efforts were made to retain things in the memory; and the result was, that, as I read before I taught, and could not remain always so full of information on a topic as I was while teaching it, the children over and over again remembered more than I did.. I soon needed all my wits not to be nonplussed myself when they were laboring to nonplus one another.

Now if work of this kind can be done merrily, stopping at the end of every hour for five minutes of play, and throughout without any employment of a harsh restraint; if over work of this kind, faults of character or temper can be easily and perfectly corrected—as with us, in two or three instances they were—a spirit of inquiry can be begotten. That done, a boy can be made to feel the use and enjoy the exercise of education, and in the end will turn out eager to go on acquiring knowledge for himself. Surely if this be so, there must be something rotten existing shool-systems, planned upon the models set up in the middle ages! Truly, I think there is great room for a Luther among school masters; and I do marvel greatly at the pertinacity with which society adheres, in these days, to scholastic usages whereof familiarly breeds in it no contempt.

Reasons for adopting Mormonism as our National Religion.

BY YOUNG AMERICA, JR.

First, Mormonism is original with ourselves.

It has been often and well said, we are a great and original people. The world has never seen our equal. The pigmy states of Greece, and the clumsy, shackling empire of Rome can never for a moment be compared with the vast and perfect mechanism of this glorious republic. The despotisms of modern Europe have scarcely emerged from the darkness of the middle ages, and are not to be thought of in comparison with ourselves. The human mind is nowhere so free, so active, so independent, so original as here. "The masses" have long since learned their

dignity and intelligence, and have acquired perfect self-reliance. It is already a settled fact that our education is in all respects far more perfect than that of any other people. We no longer look for light in this matter to any body else. In fact, we need no more light. It seems to be generally understood that our system of education is as far superior to the old, worn-out, rotten systems of the old world, as our people are happier and more virtuous. Where do we look for all improvements in the useful arts? Simply to ourselves. It is true they have in Europe some agricultural and polytechnic schools, where boys learn to be gentleman farmers and gentleman mechanics; but what have these schools done for the arts? Nothing worthy to be mentioned. Who would go to Europe for a plow or a clock? Who would wear an European cloth or carry an European watch? What American architect would study an European edifice? Again; our superiority is manifest not merely in the useful arts, but where do we look for the advancement of science? To ourselves of course. In all matters of science and learning, we are far ahead of Europe. It is true, they have a few respectable names. In philosophy, they boast of their Kant and Hegel, and Shleiermacher and Cousin, and Hamilton; but we all know their metaphysics to be nothing but moonshine, and we care for no moonshine as long as we can have sunshine. In history, they boast of Hume and Gibbon, of Ranke and Neander, of Macaulay and Arnold, and Grote; but so far as that is concerned, we are convinced that the history of the world is yet to be written. In science, they boast with supercilious pride of Leibnitz and Newton, and Humbolt; but how many of our astronomers and philosophers knew more than either Leibnitz or Newton? and what respectable man among us couldn't travel around the world and write a Cosmos! But we need not multiply illustrations. It is plain that we are a mighty and an original people. We are original in our thoughts, in our manners, in our education, in everything save our religion, and why in the name of common sense shouldn't we be original in that!

Again, Mormonism is practical. Our old religion is continually talking to us about self-denial. Now what does this mean save that it is not adapted to us? We are required often to restrict our preferences, to modify or revolutionize our tastes, to curtail our liberties; in short, to submit to a radical and complete change in our characters before we can be said to have any of the old religion. We are tired to death of all these things. Like the Prussian system of education, it may be adapted to

people elsewhere, but it is manifestly not adapted to us. Now Mormonism makes none of these unreasonable requisitions. It addresses itself to our common sense. It tallies precisely with our finest sensibilities. It is intensely practical!

Mormonism is economical. It requires the support of no pampered hierarchy. It does not demand all of our hard earnings for the support of missionaries, and the distribution of Bibles; but it allows us to keep and enjoy all we can earn. As the self-educated man can stay at home, save his money and get a better education than those who go to college, and submit themselves to the crazy advocates of Prussian or other equally despotic and absurd systems, so the true Mormon can keep at home, save his money and have a better and more rational religion into the bargain.

Finally, it is manifest that Mormonism is intended for the people. Its oracles are written in our tongue, and are quite as well adapted to the lowest and most illiterate as to the highest and most erudite. They require no Latin and Greek, and Hebrew, for their interpretation. Those barbarous languages which have deranged so many intellects, which have wasted so much time that might have been spent in useful study or profitable labor, which now so completely block up the way to solid learning, checking all the rational tendencies of the age, and sending into the world annually so many graduated dunces, these relics of feudal barbarism and of ancient paganism, might all be swept away, and our schools of learning become ornaments instead of blots in our fair social system. Who can overrate the immense importance of such a result! And yet it can never be attained so long as the oracles of our religion lie buried in the dead languages. Is it not clear also that a revelation intended for us,—we mean for the people in distinction from a select few,—would be delivered in our own language which we all understand, and not in an obsolete tongue which few of us can understand, and that too after years of hard labor! What can be more preposterous than such a revelation to the people! Away then with the dead languages, and let us adopt a religion which shall no longer require them to be studied!

Is it not plain therefore, from these and other arguments too numerous to mention, that Mormonism *suits the genius of our people!*

If any person, after all this array of argument, does not adopt the above sentiments, all of which commend themselves *equally* to our sober judgment, then to such a person, so unreasonable and obtuse, be assured we shall have nothing more to say on this subject.

"Mother, what *may* I do?"

No human cry is more deeply significant than the cry of the little child for employment. Trembling under the pressure of power which he feels rising within him and impelling to exertion, and urged by new-born energies and activities yearning for motion and employment, childhood finds itself under the mastery of a spirit it cannot control, and driven to action by an appetite as strong as that which seeks its needful food. It is the fresh bursting fountain of life seeking a channel along which it may pour its rejoicing flood; the kindled fire of genius demanding vent for its aspirations and food for its flames.

Without experience to guide him, or the compulsion of external wants to direct him, the little child knows no alternative but to imitate the employment of his elders. Thus the girl plays the mimic mother, and repeats upon her doll the offices of care and affection which she has just experienced from her own mother, while the little boy drives his harnessed play mates with as much zest, and as much too of boastful display as his father just before performed his feats of real horsemanship. So far the imitation is harmless, and the air of busy earnestness with which the little ones engage in it, is subject only for mirth; but when they become ambitious of doing the very things performed by their parents, and seek to join helpfully in the various operations of the household, the parent, perplexed by a help that only hinders, often utters some stern or fretful reproof, and bids the little hands and feet, all rampant with life and motion, to the terrible drudgery of keeping still. Saddened by this sharp rejection of its well meant endeavors the little face lifts itself tearfully to the mother's eye, and the thin voice trembles in that pleading cry, "What *may* I do, mother?" How has every just parent's heart and conscience quailed before that cry of childish activities pleading for employment?

"What *may* I do?" Well may that question cause the mother's heart to ponder, if not to fear. It is the stern demand which the mind and muscles created by Deity for the life-long action, put forth to be "about the Father's business." In those Heaven-sent activities, there is, if we rightly consider it, the promise of great deeds for earth and men, of all handicrafts and works of art, of wondrous inventions and discoveries, of noble harvests, and spreading commerce, and splendid cities, of eloquence and poetry and priestly purity, and devotion to the highest interests of

humanity. There lies in it, in short, as the oak in the acorn, the whole unwritten history of the generation to come. But with its promise of good, there is a corresponding threatening of evil, for these activities will work, if not in good then in madness and mischief.

The need for employment is one which the parent is as much bound to supply as the need for food or clothing. Both health and happiness are involved in such supply. To feed and clothe the child while his energies are left unguided to pursue the path that chance or folly may dictate is to kindle the fires and raise the steam of the locomotive with none to direct it on the track or rule its progress.

Much of the evil charged upon childhood by impatient and unreflecting parents and teachers, is physiological and not moral. The child often does mischief for the want of something else to do, and would cheerfully yield up his wicked games and companions, for some useful employment in which he could feel that his aid was of real service to his friends.

No safeguard against vice is more efficacious than useful employment; for, as in the old adage,

"Satan finds some mischief still for idle hands to do."

Want of employment has made many a youth the wretched victim of crime, over whose ruin pious parents have wept, and wondered how their faithful counsels have proved all in vain.

It is however a question of no little perplexity to most parents to furnish proper employment or amusement for their children, either because the father and mother feel they have no time to teach their children how to work, or because they have no work for their children to do. In the former case it should be reflected that the labor of the child would more than compensate for the time spent in teaching him. In the case of those who have no work for their children to perform, there is more of difficulty, but its stern importance should in some way be met. Let us suggest that the sum which will be spent in useless toys the approaching holidays, if laid out in good strong ropes for a swing, not with a seat, but with rings, in which the child could clasp his hands and suspend himself by his arms, would yield a thousand fold more amusement, and give employment to many an otherwise idle hour. A few dollars spent in erecting some gymnastic apparatus would pay largely in the health and contentment of the children. A stationary ladder, some parallel bars, a climbing and jumping pole would furnish endless and wholesome amuse-

ment both to boys and girls, and while they gave vent to the fresh energies of youth, would lend a manly vigor to the whole character and constitution. Whatever be the amusement provided, it should be such as to tax the strength and give play to the entire activities of the child. There is power in those young limbs impatient to grapple with some thing that shall try their strength, and the boy or girl will soon tire of either the work or play that does not call into full action their whole energy.

Throw to the flames those silly playthings which confine the child to the corner, and threaten to break under the first rude touch; buy a strong rope, and a stout pole, or a good saw and hatchet, and you need give yourself but little trouble to keep your child from wandering or wickedness. His rough tones, and hearty, busy play will return you a thousand thanks, and fill your heart with the promise of a manhood of honest, vigorous efforts in the paths of honorable enterprize.

Has a School Teacher the Right to Flog a Pupil? — A case involving this question was tried at our September Circuit. Hiram Wood, during the last winter, taught a District School in the town of Stanford, in this county. Frances Germond, a girl of seventeen years old, was among hisscholars. For some alleged disobedience, the teacher, with a whip about four feet long, and nearly half an inch in diameter, flogged her so severely, that black and blue marks were left on her person for weeks after the occurrence. The defence was that the teacher had a right to resort to this kind of punishment to preserve order. Judge Dean charged the jury that the teacher stood in the place of a parent, *and had a right to correct a pupil, but in doing it he must exhibit a parent's feelings.* That he had no right to use this privilege to gratify his own feelings of resentment—and if he exceeded what was necessary to preserve order, he was liable for assault and battery. He further charged that the means used to preserve order, should be adapted to the sex, age, and habits of the pupil—that what might be necessary and proper in the case of a large boy, would be very improper and excessive in the case of a female—and left it to the jury to say whether any possible circumstances would warrant a man, whether a teacher or not, in laying his hands in violence or anger on a grown-up girl. The jury found a verdict against the teacher for the sum of $394, which, we think, meets with approval in the whole community.—*Poughkeepsie Telegraph.*

Schools and Colleges.—The federal government have granted over forty-eight millions acres of land for school purposes, and over four millions for universities. Maine has a larger proportion of scholars at school than any other State or country in the world. Denmark exceeds the United States; the United States exceeds all other countries even including the slaves.—*Washington Commonwealth.*

Youths' Department.

Do it yourself Boys.

Do not ask the teacher or some classmate to solve that hard problem. Do it yourself. You had better let them eat your dinner than "do your sums" for you. It is in studying as in eating; he that does it, gets the benefit, and not he that sees it done. In almost any school, I would give more for what the teacher learns, than for what the best scholar learns, simply because the teacher is compelled to solve all the hard problems and answer the questions of the *lazy* boys. Do not ask him to parse the difficult words and translate the hard sentences in Latin. Do it yourself. Never mind, though they look as dark as Egypt. Don't ask, even a hint, from any body. Try again. Every trial increases your ability, and you will finally succeed by dint of the very wisdom and strength gained in the effort, even though at first the problem was beyond your skill. It is the study, and not the answer, that really rewards your pains. Look at that boy who has just succeeded after six hours of hard study, perhaps; how his large eye is lit up with a proud joy, as he marches to his class. He treads like a conqueror. And well he may. Last night his lamp burned late, and this morning he waked at dawn. Once or twice he nearly gave up. He had tried his last thought; but a new thought strikes him, as he ponders over the last process. He tries once more and succeeds, and now mark the air of conscious strength with which he pronounces his demonstration. His poor, weak school-mate who gave up that same problem after the first faint trial, now looks up to him, with something of wonder, as to a superior being. And he is his superior. That problem lies there, a great gulf between those boys who yesterday stood side by side. They will never stand together as equals again. The boy that did it for himself has taken a stride upward, and what is better still, has gained strength to take other and greater ones. The boy who waited to see others do it, has lost both strength and courage, and is already looking for some good excuse to give up school and study forever. The one is on the high way to a noble and masterly manhood; the other has already entered upon a life of defeat, disappointment and disgrace.

"A Cow in My Box."

Webster's Dictionary has at least one advantage over others; there is more overcoming of the difference between *sight* and *sound* to the reader —a great advantage to any person, but an essential relief to foreigners learning our language. Surely there are enough words in our language that cannot be changed in their pronunciation without perpetuating the number of those that can be changed, and changed for the better.

At a collegiate exhibition, some years ago, the following story was told, in illustration of the difficulty which a foreigner encounters in learning to pronounce the English language, whose orthography is so much at variance with its elementary sounds:

"The gentleman said, that the first time he ever visited London, he caught cold on the passage. He had studied English at the French University, and made about as much progress in giving correct sounds to the words as a green Yankee might be supposed to do in the French tongue, with nothing but a dictionary for a guide. Some things he knew, and some things he *didn't* know; *one* thing he knew, however, and that was, that he needed a physician to cure his cold.

"Accordingly he sent for a physician; and wishing to show Dr. John Bull how well he could talk English, he took a dictionary and found that 'toux' was 'cough' in the latter tongue,

"C-o-u-g-h!" spelled the Frenchman, "how they say that?—eh? Oh, I have him! P-l-o-u-g-h is plow, and c-o-u-g-h is cow; ah, I have a *cow!*"

"The doctor entered and began to feel his pulse, and so found that all was right.

"'I aves no troubles *dere*,' said the Frenchman; 'I aves got de *cow!*'

"'Well, I am not a *cow*-doctor,' said the surgeon, indignantly; 'why do you send to me to visit your *cow?*'

"'But you shall not *understand* me!' said the disconcerted Frenchman; '*here* is my cow—*here!*' and he thumped his breast in desperation that he could not be comprehended.

"The doctor shook his head, as though he thought him demented.

"The Frenchman again had recourse to his dictionary; thinking that if he could get the precise locality of his 'cow,' the doctor could not fail to understand him. Accordingly, he looked for the 'chest,' and found the definition to be 'a box;' then, shouting as loud as a Frenchman always does when excited, he exclaimed:

"'*Now* you understands?—eh? I got a *cow* in my *box?*'

"The doctor burst into a roar of laughter, and the poor Frenchman almost died of chagrin.

"When the Frenchman told the story, the audience were perfectly convulsed; and they roared again when he added—

"'If you can do anything for my 'cow,' it will be great thing!'"

Volcanoes.—There are now about 303 burning volcanoes in the world, of which 194 are on islands, and 109 on continents.

Useful Questions.

Early this year, the thought occurred to us to prepare, for each number of the Journal, a few questions, which should set our young readers a thinking and promote their general intelligence. A friend has recently enforced the subject on our attention, and increased our sense of the value of such questions, by relating the beneficial results from the use of them in the school of a friend. We hope to have some soon prepared, by her pen. In the meantime we present, for the consideration of our young friends, and for the use of their teachers, the following from the Ohio Journal:

1. Why is the eye pained by a sudden light?
2. Why do we have two eyes instead of one?
3. Why does shallow water freeze sooner than deep?
4. Why are the teeth of some animals pointed or sharp, while those of others are round?
5. What causes the gurgling noise when water is poured out of a jug?
6. What causes the water to rise in springs and flow off on the surface of the earth?
7. What causes the frost on our window panes in winter?
8. Why do boys who wish to make a *long jump*, first "*take a run?*"
9. What causes persons to turn pale when they are frightened?
10. Why does the horse stand up to sleep, while most other animals lie down?
11. What causes our fingers to become numb on a very cold day?
12. Why will two or three small sticks, placed near together, burn better than a large one alone?

INTERESTING EXPERIMENT.—Two hundred pounds of earth were dried in an oven, and afterwards put into a large earthen vessel. The vessel was then moistened with soft water, a willow tree, weighing five pounds, was placed therein. During the space of five years the earth was carefully moistened with rain water, or pure water. The willow grew and flourished; and to prevent the earth being mixed with fresh earth, or dust blown into by winds, it was covered with a metal plate perforated with a great number of holes, suitable for free admission of pure air only. After growing in the earth for five years, the willow tree was removed, and found to weigh one hundred and sixty-nine pounds and about three ounces. The leaves which fell from the tree every autumn were not included in this weight. The earth was then removed from the vessel, again dried in the oven, and afterwards weighed. It was discovered to have lost only about two ounces of its original weight. Thus one hundred and sixty-four pound of this gain, or woody fibre, bark, etc., were certainly produced from the air.— *Washington Commonwealth.*

CROMWELL did not wait to strike until the iron was hot, *but made it hot by striking.*

Some curious questions in the obscurer branches of Science have been recently debated at the London Royal Institution. Dr. Tyndall has been examining the subject of tones emitted by masses of heated metal while cooling. He proved by repeated experiments the incorrectness of the explanation hitherto received, but was still unable to assign the phenomena to the true cause. Another was on some most extraordinary effects of motion, which the Rev. Badin Powell, though he interested his auditors in the experiments, could not satisfactorily explain. One of the effects is this: Let a beam, free to turn in all directions, be balanced horizontally on the top of a standard; then put a small wheel to one end, cause it to rotate rapidly, and the beam will still retain its horizontal position, notwithstanding the weight of the wheel. It is as though motion nullified gravity; but as some of the most ingenious English philosophers are examining into the phenomena, it is hoped an explanation may ere long be found. Another interesting subject is that brought forward by Prof. Edward Forbes, who has started an inquiry as to the depth of primeval oceans, and who believes it possible to throw light upon it by a study of the color of fossil shells. The shallower the water the more intense the color, is the experience gained by dredging in the seas of the present period; and reasoning from analogy, we may infer the same law prevailed in earlier periods. Ehrenberg, too, contributes something more to our knowledge of ocean life; he has examined specimens of the mud brought up from the depth of six thousand fathoms, and finds them to contain *living* infusoria.—*N. Y. Tribune.*

Making wood incombustible.—The process of rendering wood incombustible, may be effectually performed by soaking it in a strong solution of alum and the sulphate of copper; about one pound of alum and one of the sulphate of copper being sufficient for one hundred gallons of water. These substances are dissolved in a quantity of hot water, then mixed with the water in the vessel in which the wood is to be steeped. The timber to be rendered fire-proof can be kept under the liquor by stones, or any other mode of sinking it. All that is required is a water-tight vessel of sufficient dimensions to hold enough of liquor to cover the timber, which should be allowed to steep for four or five days. After this it is taken out and suffered to dry thoroughly before being used.

PROBLEMS.

Given the length of three lines, 8, 9, and 10, drawn from three corners of a square to a certain point within the square to determine the square.

Suppose that 4 years at college cost $1000; if, of two young men aged 18 years, one takes a college course, and afterwards earns a $1000 a year, while the other earns $300 a year from the outset, which will be the richer at 40 years of age, supposing each to save the same proportion of their income.

A. B. and C. buy a grindstone, forty inches in diameter, with a spindle hole six inches square: A. pays $1, B $1 50, C. $2 50; how many inches of the diameter must be ground off by each, in order to get his portion of the value of the stone, A grinding first, next B, then C?

A CLASSICAL EDUCATION.—A Father, while his cheek glowed with paternal pride, remarked that his little son was getting a *classical education* in one of our Primary Schools. When told that children in that department are not taught the *classics*, he asked, "aint they all taught in *classes?* and aint that a classical education?—*Toledo Teacher.*

PLURALITY OF WORLDS.—One morning I noticed in my School-room a little boy whom I had not seen there before. To the inquiry "have you ever been at school, before to-day?" he replied, "*no Ma'am, not in this world, but I have in St. Louis.*"—*Ibid.*

A COLLEGE INCIDENT.—In the college days of Royal Tyler, once Governor of Vermont, he was called upon to recite from "Locke on the Understanding," and having failed to commit his recitation, was giving off—he knew not what—extempore, when the Professor interrupted him:

"But you don't find that in the book?"

"I know it," said Tyler. "I did not agree with Mr. Locke, and thought I would give my own sentiments on the subject."

MISCELLANEOUS.

A fool, says the Arab proverb, may be known by six things: anger without cause, speech without profit, change without motive, inquiry without object, putting trust in a stranger, and not knowing his friends from his foes.

Cherish a love for justice, truth, self-control, benevolence. Swerve not from the right for any present advantage. In all circumstances show thyself a man in unflinching rectitude.

CRITIC—A large dog that goes unchained and barks at everything he does not comprehend.

BELLE—A beautiful but useless insect without wings, whose colors fade on being removed from the sunshine.

Five of the sweetest words in the English language begin with H—Heart, Hope, Home, Happiness and Heaven.

A man of sense will never swear. The least pardonable of all vices, to which the folly or the cupidity of man is addicted, is profanity.

He is a wise man who learns from every one; he is powerful who governs his passions; and he is rich who is contented.

We should choose to bear the hatred of evil men rather than deserve their just accusation after serving their base ends.

After the sting of folly has made men wise, they find it hard to conceive that others can be as foolish as they have been.

Pleasure and pain, though directly opposite, are yet so contrived by nature as to be constant companions; and it is a fact, that the same motions and muscles of the face are employed both in laughing and crying.

A vacant mind invites dangerous inmates, as a deserted mansion tempts wandering outcasts to take up their abode in its desolate apartments.

GOOD BY.

We must now say "good by" to our young readers for this year. We hope however to meet them in another number and continue our intercourse with them through another year. We have some good things in store for them. A friend of theirs and ours has promised us a series of "Teacher's Talks," and "Uncle John" has hinted that he thinks of writing them several letters. We trust our good school boys and school girls will endeavor to send us some names of subscribers for the next volume.

Editor's Table.

Valedictory for 1854.

With this number closes the first volume of the *Michigan Journal of Education*. And here in its closing pages we may be permitted to congratulate its supporters, on the success of the enterprize. Amidst the inexperience and impediments surrounding the outset of such an undertaking, our paper has paid its own way. No person has been asked for a single dollar as a gratuity. The labors of those who have aided its circulation, or who have contributed to its pages, alone remain unrewarded save by the calm satisfaction which rests ever upon the soul that labors honestly for the public good.

Looking out over the State from this point of review, the eye meets much to encourage and cheer the Friends of Education.

The dawn of a glorious future is seen resting upon our State University. Never were its prospects more promising, or its position more gratifying. With a faculty of sound scholars, and embracing men of brilliant talents, the classes are large beyond all former experience, and the confidence of the public is setting strongly towards it.

Our State Normal School, under the direction of a corps of teachers eminent for practical scholarship and devotion to the enterprise, is enjoying a prosperity whose influence is felt through the entire educational machinery of the State.

Union schools are established in many of our large towns and villages, and some of them have already risen to the rank of first class Academies. The few private Academies and denominational Colleges are generally reaping an enlarged success, and the whole school system of the State seems rising into new activity and honor.

A new spirit, also, seems to pervade the great body of our teachers. Teachers' associations are growing in favor, and a generous ambition for higher attainments, as well as for higher wages, begins to be felt and seen. There is a large class of young teachers entering our schools, from whose spirit of noble zeal for their profession and for the public weal, the State may well expect the best results.

But with all this, there is much yet to be done. Nay, we can only look upon the school system of Michigan as yet in its infancy. Every means of improvement needs to be applied with increasing assiduity. Every one who desires to see a system of public instruction, eminent for a sound moral and literary influence, offering the advantages of good scholarship and virtuous cultivation to every child in the State, should lend now their heartiest active co-operation. We can only hint here at some of the measures to which the State Teacher's Association is looking for the advancement of the cause of public education.

1. Legislation.

The Legislature just elected in this State, will hold in their hands more than ordinary power to advance the cause of education, and it is with no common interest that the friends of the cause are waiting for the issue of the approaching session. It is hoped that taking enlarged and liberal views of the wants of the State in this direction, they will devise measures to promote still more widely the elevation and thorough training of those who have charge of our primary schools. "To elevate the SCHOOL," say some of the best practical educationists of the age, "we must elevate the TEACHER." A liberal appropriation is needed to sustain a thorough system of Teacher's institutes throughout the State. And in this connection we may remark that our State Normal School requires a more liberal endowment.

Another object cherished by the Teachers' Association, and for which they will apply for legislative aid, is to place their organ, the *Journal of Education*, in the various school districts throughout the State. It seems obvious that there should be some means of promulging and preserving, in the different districts the various enactments of the legislature in reference to schools, as well as the decisions of the Superintendent of Public Instruction. And if any general measures for the elevation of the schools are to be prosecuted either by the State or by the teachers themselves, a medium of communication, such as the *Journal*, seems indispensable. It is hoped that our own State will follow the liberal policy pursued by New York, and other States in this respect.

2. Teachers' Associations.

To bring the teachers of the State into communion, and to promote their organization for mental improvement, are primary objects with every wise friend of the cause of education.

In no profession is the necessity for association greater than among those whose labors are performed in scattered school-rooms, apart from the public eye, and in the midst of children; and to no class of persons will mutual intercourse be of more practical benefit than here. It is therefore of the greatest importance that the teachers of the State should be induced to organize and maintain teachers' associations. It is now proposed that the President of the State Teachers' Association, aided by prominent teachers shall attend meetings in many of the more populous counties during the winter, and assist in the organization of County Associations. It is desired that teachers and friends of the cause in the different counties should take immediate steps towards calling such meet-

ings. The districts of any county can well afford to spare their teacher two days to meet in convention with prominent teachers from abroad, and to listen to stirring lectures on the duties of their calling. Cannot meetings be called, early in December, in Pontiac, Flint, La Peer, Howell, Corunna, Ionia, and Grand Rapids? We shall be glad to hear from friends in those places.

3. The Journal of Education.

The Teachers of the State rightly regard an educational periodical as an essential agency in all educational reform. As a medium of information it is indispensable, while as a magazine of educational facts and thoughts it may be made an agent of no mean utility in promoting a zealous and intelligent public sentiment among both teachers and parents.

Such are some of the means to which the Friends of Education are looking for a promotion of the cause in our rapidly growing State. Let all combine for the accomplishment of these objects, and we shall at the close of another year be prepared to undertake yet other and grander steps towards the attainment of that point, where we may afford to every child within our borders a high, intellectual, and physical, and moral cultivation, and shed the light of a sound, scholarly, and social refinement over all the homes and avocations of our people.

THOSE RESOLUTIONS.

At the last meeting of the State Teachers' Association, at Marshall, it was

"*Resolved*, That we earnestly and unanimously request Rev. J. M. Gregory to continue to act as editor of the Journal for the ensuing year, and pledge to him our hearty aid and cooperation."

"*Resolved*, That we, individually, devote the last week of the present year to obtaining subscribers for the Journal."

In obedience to these Resolutions we have bent ourself, reluctantly but earnestly, to our task for another year. Will our fellow teachers throughout the State do theirs? What shall be the result of that week? If the Resolution is carried out by our readers generally, a thousand names at least will be added to our list. To aid our friends in the work, we send out, with this number of the Journal, a prospectus for 1855. Fellow teachers, give us a hearty pull, a strong pull, and a pull altogether!

At a meeting of the Teachers in attendance during the recent Teachers' Session at the State Normal School, the following resolutions were adopted and ordered to be sent, for publication, to the *Journal of Education*.

Resolved, That we, as teachers, feel it our duty to promote, as far as lies in our power, the educational interests of the State.

Resolved, That we heartily approve of the system of discipline and instruction adopted at the State Normal School; and that, as teachers, we do adopt the analysis of the English sentence, as taught by Prof. Welch, and will promote its use in the primary schools of this State.

Resolved, That we unite with the State Teachers' Association in sustaining the *Journal of Education*, and will with them spend the last week in this year in getting subscriptions for said Journal.

TO OUR SUBSCRIBERS.

We send you this month a prospectus for 1855. Will you not, without further solicitation and before it is laid aside, subscribe your own name, and the name of some one neighbor or friend at least whom you may induce to subscribe, and remail it to us with the money enclosed. We ask this, not only from teachers but also from parents and others. We are prosecuting an enterprise which must redound to the good of the whole State, and every new name is a new avenue for the usefulness of our paper. We purpose next year to enlarge the size of our page, and under certain not improbable contingencies, to increase the number of pages. Our plans for another year embrace several decided improvements in the Journal.

SEND THE NAMES OF TEACHERS.

Our subscribers will confer a favor, if, when they send their own names, they will send us the names, and post-offices, of any teachers in their vicinity who do not take the Journal.

We shall make arrangements to have back numbers of the Journal bound. If a sufficient number is sent in they can be done for twenty-five cents each. Any who may wish us to get their numbers bound at that rate, will please notify us of it before January first.

We propose to publish the names of our subscribers for 1855. All who shall have paid before Christmas will be found in the January number. This will help to make the teachers and friends of education throughout the State acquainted with each other.

TEACHERS' ASSOCIATION IN OAKLAND CO.

A letter just come to hand, informs us that arrangements are in progress for holding a Convention of the teachers and friends of education of Oakland County, in Pontiac, on the 13th and 14th of December next. It is expected that Professor Welch of the State Normal School, and Professor J. M. Gregory, of Detroit, will be in attendance during the Session. Let the Teachers of Oakland come! Addresses may be expected, and other exercises of a practical character.

OUR PREMIUMS.

Look at the list upon the last page of the cover. We hope to distribute many copies of Webster's and Worcester's large Dictionaries in this way.

Literary Notices.

Webster's Quarto Academic Dictionary, Webster's High School Pronouncing Dictionary, Webster's Primary School Dictionary.

Here are Dictionaries for all grades of schools. They of course follow the giant Quarto in orthography and pronunciation, and combine as

much as possible in a small space, the excellencies of that work as a defining dictionary. Were every child in our schools provided with a dictionary, and taught to refer to it in all cases of doubt as to the meaning or pronunciation of words, its influence would soon be seen not only in their correct use of language, but in the general intelligence of pupils. Words are full of the reminiscences as it were of thought, and the study of words is the study of ideas.

Sander's new Speller, Definer and Analyzer. Published by Ivison and Phinney, N. Y.

Another candidate for the favor of the little folks. It proposes to teach them to spell and define at the same time, on the plan of making one column of words define the other. We notice as a peculiar excellency, a full table of the words in our language of similar sound, but diverse signification. For sale by C. Morse.

Human and Comparative Anatomy, Physiology and Hygiene. By Mrs. Eunice P. Cutter.

This little book has been prepared by the wife of Dr. C. Cutter, for pupils of the age at which they can profitably pursue the study of geography or primary arithmetic. We like the appearance of this book, and were we teaching a primary school would like to give it a trial. The style is plain and simple, and the book is well supplied with illustrations. For sale by Kerr and Doughty, Detroit.

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THE

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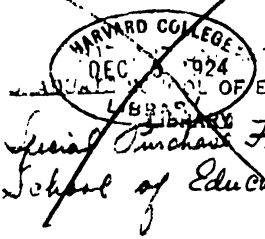

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MICHIGAN

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THE FUTURE.

"The future hides in it
Good hap and sorrow;
We press still thorow,
Naught that abides in it
Daunting us — onward."

"We are saved by hope," wrote St. Paul to his early christian disciples, and, in a lower sense, it is true of all mankind. In the debris of the old past is found the soil in which the seeds of hope may germinate and grow; over the broad domains of the unoccupied future we find room to spread again the purposes that have failed in the present, and to rebuild the hopes whose wrecked remains strew all our path. In the promised successes of the future, humanity has ever found the antidote of present misfortune, and by the single power of its anticipations, has mounted upward to all of its achievments. This is the attractive power that keeps the world moving — the shadowy locomotive that drags onward the mighty train of human doings. Broad, brilliant and boundless the Future lies ever before us, an unproven fact, an unseen certainty, rich in the plenitude of its ready promises, stretching limitlessly away across the shore of both time and eternity, and hiding within its all embracing bosom the coming experience of us all.

But, child of destiny and nursling of hope as he is, man is yet the maker as well as the recorder of his own history. Like Munchausen's frozen music, his own breath blows the notes whose music-peal or discord shall sound the march of his coming years, and in the acorns at his feet lie the giant oaks which shall overshadow his future home.

To none more forcibly than to the educationist, do these reflections come home; for he, more than any other, labors for a prospective good. It is no mere want of the present time that he seeks to supply: he aims to mould the characters and shape the fortunes of the generation yet in childhood. The teacher's immediate wages must be won and wasted, nay, his own life will often

have closed on earth, ere the end sought in his labors shall be attained. To him, then, who works in this educational field, whether it be in the school-room or the halls of state, with voice or vote, there is need of that far-seeing wisdom that sends its glance adown the roadways of time and gathers inspiration from the glories which blaze only around the pages of a history yet unwritten. But these reflections have drawn somewhat away from the purpose that led to the choice of our present caption. Standing on the threshhold of another year of our career as an educational journalist, our thoughts have naturally swept over the educational prospects of the state. With much in our present position to gratify our state pride and much to raise our hopes, there is still more to arouse our solicitude and to demand our heartiest efforts.

We are yet essentially a new state, and subject to the conditions which, in new states, mould social and intellectual life. The larger portion of our population is made up of pioneers, men who received their education in older states, and who are here to found new communities. It has been too truly remarked that second generations in newly settled countries never equal their parents, intellectually. They lack the thousand, nameless, educating and refining influences which are found in the social surroundings of old and established communities, and in the paucity of population they are shut out from that free and frequent intercourse with other minds, which after all, is more potent than all study, whether in school or elsewhere, in the development and cultivation of the intellectual powers. Unless we can find a partial substitue for these social conditions of the older states, in the higher character and efficiency of our schools we must be content to see our sons and daughters stand inferior to their kindred of the same generation at the east.

Our school system, nobly devised and munificently endowed, lacks only the hands to work it. From the length and breadth of the state, comes up the call for teachers, while competent ones cannot be found to fill half the places. Said one inspector, "I have not examined but two thoroughly qualified teachers in four years," and another asserted that he was able to grant certificates to only one in ten of those who applied. Even in the older states, there is a deficiency of good teachers, and we may well ponder whether some more enlarged and efficient means are not demanded to supply our school-rooms with trained and competent instructors.

Did not its seeming selfishness threaten to impair in some minds the strength of our argument, we would urge the wide circulation of the Journal of Education as a most essential agency in infusing life and intelligence into the corps of teachers now employed, and in enkindling that public sentiment which will demand and pay for a higher grade of qualifications in teachers.

The association of teachers should also be encouraged by every man in the

State. They are full of good promise to our public schools. The State ought to provide liberal and efficient means to have a series of Institutes held in every county sufficiently populous to demand or sustain them. If education is a great public interest, then the State may well be asked to prosecute efficiently the school system, and to pause only when the system is brought into action up to its highest point of power. To put upon the statute books a magnificent plan of schools, and vote public funds to sustain it, is mere mockery, if no measures are used to procure or train a competent corps of instructors for the schools thus organized. No State has succeeded in establishing a high standard for its schools, that has not provided largely for the training of its teachers. In all this we do not forget our truly excellent Normal School, but it alone cannot supply nearly 4000 districts with teachers, even if worked to its utmost capacity. Other means must be devised and speedily put in operation, or our schools will still suffer from the want.

We had thought to indicate the outlines of the position we would fain see our Peninsular State occupy in the educational world, but want of space forbids, and we fear our hopes would seem utopian to those who have not been accustomed to contemplate the splendid results that may be anticipated to flow from a system of public schools which shall gather around itself the fostering power of the whole State, and shall come to occupy the grand pre-eminence in the public heart and public policy its real importance demands.

A STEREOSCOPIC PICTURE.

[The following picture of a young man's mind was taken "on paper," not by the action of the sun, but by a process not yet patented, and, therefore, not divulged.]

Heigho! this is the first of January, eighteen hundred and fifty-five. How strange that sounds! And I am now in my eighteenth year. Wonder whether I shall ever see Anno Domini, 1900. Not very likely; but I should like to see the opening of the 20th century, when I suppose every family will keep a balloon, and horses will be obsolete, except as curiosities in museums, and men will wear their beards, and women bloomers, and will know how to skate in summer, and travel under water, and a railroad will run round every man's farm, and a suspension bridge will be built across the Atlantic. Onward march, science and art! Fall in, generations and bring up the rear!

Surely, the next half century can't beat the past, or the earth will be too small for its inhabitants. We'll have to swarm and colonize Jupiter, in spite

of Whewell.* But what am I to do in this great whirling, intertwisted, conglomerate mass of humanity, rolling on, through the centuries? I am half inclined — since nobody hears me — just to enter the front ranks, and cut and slash away a little at the history of the next fifty years. "To be or not to be — that is the question." Suicide can't be thought of; but to live an ignoble, stupid, useless life, may do very well for sheep and tortoises, but "I had rather be a dog and bay the moon, than such a *no*-man." Shall I be a farmer? I haven't the cash, nor the time — I can't afford it just now. By and by, perhaps, in the prime of life, when I have a wife and a dozen children, (Oh!) I will purchase a beautiful country seat, and till the land according to the latest developments of science. I will have a grand island of my own, and steam plows and all such appurtenances. Shall I be a lawyer, write a wretched chirography, superintend other people's quarrels, fight for them like the Hessians for money; talk against time and reason, and manage the affairs of the nation? Well, that must be good business for them that like it; but, "in brief, I'm in no want of a brief." As for doctoring and preaching, tastes differ,— they do not suit me.

Now, I have it; — I will be a teacher! And to teach. implies to know; and to know, implies thorough, life-long investigation. Why not, in choosing a profession, if one is capable of it, take the highest — which is teaching. The doctor — and doctor means teacher — and lawyer and minister, all have to be *taught*, and I will be one of the men to do it. I will dive into the mysteries of science, and rummage the arcana of nature. I will find the springs of thought, and trace all their fertilizing streams, till lost in the ocean of a common union. I will unravel the intricacies of languages, and show their affinities and differences and peculiarities, whether normal or abnormal, and how they are fitted to the intellect, and spring out of it as from a mould. I will travel through the domain, both of space and time, and live in past ages and the present; in other lands and my own; and having thus acquired the power of sympathising with every phase of human nature, and become as many-sided and many souled as old Shakespere himself, I will bend my strengthened energies to some one object; I will concentrate my thoughts and learning in a focus, on one well-defined effort, and bring out something original, that shall swell the obligations of posterity to the ages that have gone before them; and all along through life, I will scatter the light of my knowledge and thought, by the successive classes of pupils, who shall go from my school indoctrinated with truth and inspired with a love of beauty and goodness, and from their various stations, shall have reason to rise up and call me blessed.

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* I suppose the youth had been reading "Plurality of World's," attributed to Dr. Whewell.

But, some say, "Teaching is not a profession," and school-masters are not always model gentlemen, and Ichabod Cranes are not exactly the *ne plus ultra* of modern development, and some college professors could scarcely tell a goat from a calf, and besides all that, teachers do not make fortunes, like the pedlers of silks and sugars, and a few lucky ones in the other walks of life. But what of that? Every profession has its lowest and feeblest members: shall we judge of the whole by them? Shall the pettifogger, who fumes and frets over a sixpenny dispute; shall the metaphysician, who can split a hair adroitly, but never looks beyond its dimensions; the doctor who has learned a rigmarole of barbarous Latin names, and never prescribes anything but Calomel and Dover's powders; the teacher, who is unqualified, or whose vision is as narrow as his nose, and sees no beauty out of a little contracted department, be set up for the world to gaze at as a model of his profession? Away with it! Every man of sense knows better. If the law has had its Storys and Websters; if medicine has had its Rushes and Warrens; and divinity its Edwardses and Channings; teaching too, has had, and now has, its full proportion of the noblest names in history. A very great number of the best cultivated intellects in the world, and particularly in our country, are now engaged in the direct employment of imparting instruction to others. And who says that teachers are not paid? They live, do they not, and live well. It is not their business to handle money, but thought; but no fear that talent and industry will not reap its reward. So here goes, to join the Pages, the Sillimans, Hitchcocks, and Waylands, and other noble teachers of the land!

On examining the above steroscopic specimen, we can but notice the evident naturalness and truthfulness of the picture; and while it speaks well for the new art of taking transcripts of men's souls, it shows that the subject, in this case, was in unusual excitement; and yet there is as much truth as poetry in his meditations; and if he does see the dawn of the 20th century, be sure we shall hear from him before he dies. E.O.H.

SCHOOL-BOY PROMISE.

A SKETCH BY A MAN OF FIFTY.

Theodore S. Fay, in narrating his early adventures in the capacity of pedagogue, gives the following as his experience of youthful indications of future greatness:

Thirty years ago I was penniless and without a friend. I had engaged unsuccessfully, in two or three forlorn speculations, in the course of which I wan-

dered about the state with a reckless independence, sometimes mourning over the past, and sometimes anticipating the black and gloomy future.

At length my funds, and every invention to increase them were exhausted, and shunning all society I spent a week in devising plans, by which I was to be rescued from my embarrassments. I wrote to a friend, who was the proprietor of an academy of some renown, and offered my services as an assistant. They were kindly accepted. His answer enclosed advanced money to a considerable amount; and in a few days, as I were but the image of some changing dream, I found myself away from the wide green hills and shadowy wood of the country, pent up in a small room, with a class of boys, whom I was to initiate into the mysteries of geography and astronomy.

The first lad was a dull, singular looking being, of the most unpromising exterior. Judging from appearances, the probability of teaching his young idea how to shoot, seemed a matter of considerable doubt. I strove several times for a glimpse of intelligence in his mind in vain. It was like the labor of the Brazilian slave, digging in the sand for diamonds.

"Where is Asia?" asked I?

He reddened, put out his under lip, cast down his eyes, and at length found words to say:

"On the map sir."

"Point to its real situation."

He stuck out his clumsy hand, like the fore paw of a dancing bear, and then pointed in a direction about twenty degrees above the horizon.

"What causes the day?"

"The sun sir."

"What causes the night?"

"The moon sir."

"I was quite satisfied as to the extent of his abilities, and passed on.

The next was a clear complexioned, noble looking fellow, with large dark eyes, and glossy hair, curled about his temples; his full red lip was like a girl's, and his voice sweet as music. He had a correct knowledge of what he had gone over, and a faculty in learning whatever was placed before him. The few simple interrogations which I put to him, were easily replied to, till at length he missed several in succession. Then came a shadow over his morning face, and the tears stole up softly into his eyes, and hung upon their long lashes trembling. I could not but wonder to myself, had he a sister or a cousin that resembled him; but what was that to me? So I went on.

The next had nothing to distinguish him from boys in general. His countenance was one of those common faces which we never notice. He had pins stuck in the sleeve of his coat, and twine hanging out of the corners of his pockets; his stockings hanging, and slipped down over his shoes, and the strings trailed along the floor. He fidgeted with his button hole, and put his foot in his lap, and at length got one of his companions laughing at something he had in his hand. I called him to me, and he thrust it into his pocket, which stuck out from his body as if it contained the whole amount of his personal estate. I desired him to empty it upon the desk, and forth came a medley of school boy treasures — isinglass, slate pencils, a ball, chewed India rubber, paper boats, a top, and among the rest a fly-box, containing a most unfortunate prisoner, who, without either judge or jury had been summarily condemned—his wings were stripped from his back, and hanged by an appropriate hair rope, on

an appropriate pine wood gallows, which my friend had manufactured for the occasion.

The other was an awkward, lubberly, overgrown creature, with a pair of green eyes that looked like a cat's. His hair stuck up straight on every side, like a coat brush; he had a huge nose that occupied a third of his face, and he spoke with a cracked voice, that had as little melody in it as the filing of a saw. He sat upon the bench with as little animation as if he had been made of putty; and though he did not answer any question, yet he exhibited no other sign of grief than might be detected in a yawn that opened a mouth of most appalling dimensions.

Now, mark the caprices of fortune. Thirty years have gone by with the wind. I have taken an interest in watching the progress of my little class. The last mentioned grew up into a poet. He has written some of the most delightful stanzas I ever read. They breathe a soul of the highest nature, and a heart stored with all that enobles and sweetens life. The dunce whom I at first examined, at this instant holds an office in the United States, where his knowledge of human nature, and his powerful talents, have made his name familiar to every ear, as his praises will be to future generations. He, in whom I found nothing to distinguish him from common boys, but his slovenly appearance, is now one of the neatest and wealthiest merchants in the city, and universally beloved for his intelligence and virtue; and the other, whose sweet face and brilliant mind, won my affections immediately, and awakened the liveliest hopes of his future eminence sleeps in the grave.

We hear nothing more touching than the efforts of self-government, of which little children are capable, when the best parts of their nature are growing vigorously under the light and warmth of paternal love. How beautiful is the self-control of the little creature who stifles his sobs of pain because his mother's pitying eyes are upon him in tender sorrow! or that of the babe who abstains from play and sits quietly on the floor because his mother is ill. We have known a very young child to slip over to the cold side of the bed on a winter's night, that a grown up sister might find a warmer one. We have known a little girl to submit spontaneously to hours of irksome restraint and disagreable employment, merely because it was right. Such wills as these — so strong and yet so humble, so patient, and yet so dignified — were never impaired by fear, but flourish thus under the influence of love, with its sweet excitements and holy supports.

MR. HEDGE'S REMARKS ON ARITHMETIC,

BEFORE THE AMERICAN INSTITUTE OF INSTRUCTION.

At half-past eleven o'clock, the President announced a Discussion on Arithmetic. Mr. Nathan Hedges, of Newark, N. J., by previous appointment, opened the Discussion, and spoke as follows:

Mr. President and Fellow Teachers:—In rising to assume my part in opening this discussion, it is but justice to myself to say, that although not entirely unused to public speaking, yet on this occasion, and on a subject seemingly so plain, I have felt an embarrassment unusual and uncomfortable.

In forecasting, as it was certainly proper that I should, what line of remarks would be likely to convey the most useful hints and suggestions, I at first

thought to speak of arithmetic as a science to which some have devoted many years of labor, but it occurred to me that I should be surrounded by many whose names are well and widely known in connection with that branch of education, and I would not seem to offer an intimation or hint to such.

I then thought that I would speak of arithmetic as an art; but, among all this people how few are there that are conscious, in the least degree, of any lack of ability in the art of computation. Again, I thought that I would speak of arithmetic as a useful branch filling a large place in our schemes of education, especially in common school education; but this is one of those questions to which there is only one side, and I found it would be almost impossible even to promote a discussion on such a view of the subject.

This reduced me to the condition that our boys often find themselves (and we do not pity them enough) when they have written three or four compositions upon one subject, and another is required of them, upon the same theme. They give up in despair; because the subject is exhausted.

Let us, however, look at the mattter again. "Every tree is known by its fruits:" and the work of the teachers of the last generation has been tested, and not very much to its advantage — by the fruit it has produced. I appeal to the oldest and most experienced teachers here — is it not true, that, conaidering the activity and energy of the people among whom we live, and of the business habits of our country — is it not true, I say, that the last generation of teachers has failed to give to their pupils that readiness, that promptness, in business calculations, and in the use of numbers, which the exigencies of business require? Farther than this, I appeal to every man conversant with business — is it not true that our most accurate business men have exultingly testified that their ability was self-acquired. This, if true, is very much to the discredit of the past methods of teaching. Still farther; I appeal to you, gentlemen, as educators, have we not thought too little of Arithmetic as a means for mental discipline, adapted to strengthen the reasoning faculties, inducing consciousness of strength and self-reliance. On the other hand, I appeal to those long in the business, that our pupils go through the book, as they say, and yet, when called upon to go through the most ordinary business transactions and calculations, they cannot tell what rule they are done by. I have seen this for a long course of time, and it has been true of a great proportion of the teachings we have had in the schools.

Now, Gentleman and Ladies, if these things are true, if there exist these defects in our methods of teaching, if the fruit that our teaching has borne, is not of the kind in every respect that it should be, it is but wise and proper that we should look back, reconsider, and endeavor to discover whether there are any improvements which may be suggested. Here I beg leave to say, that as the one appointed to open this discussion we have no *real* discussion, no favorite hobbies to ride; I deem my part to be the simple duty of breaking the ice; of preparing the way for others to come forward and contribute what they may have to offer in this discussion.

In order that I may give my remarks a more practical turn, I will, with your permission, look back a little on the history of teaching, and give some of its characteristics for a course of years past. I remember my first teacher. He was a type of many who lived a half century since. I remember that our arithmeticians were placed upon a bench, with a slate and pencil in hand, and our master gave us a large sum in addition, or set down a large sum in multi-

plication; and with the instruction to carry one for every ten, we were required to do the sum correctly, and the penalty for not doing it, was a not very moderate allowance of hickory. This is a fair sample of the teaching fifty years ago, or earlier. Such teaching I call *rudi*mental.* There were no classes, no instruction, no explanation, no black-board, and for us youngsters, there was no Arithmetic.

The next step in advance is shown by the course of instruction pursued by one who taught in an Academy, and will answer as a type of one of the better class of teachers during the period between 1800 and 1810. His plain, I remember, was to give us, not Greenleaf's Arithmetic, nor any of the others, of which there are now so many good ones, but Dilworth's Arithmetic in one hand, and a quire of paper, called a Ciphering-book, in the other. With a slate and pencil, we were first to do the sum, and then record it in the Ciphering-book, with such ornaments and embelishments as we might be able to give it. This was continued through the book; and what we could not do in one year, we might do in another. As yet there were no classes, no blackboards, no adaptation of our Arithmetic, no ordinary business transactions—nothing at all to connect the arithmetician's mind with business. It was to a great extent an occult science. Yet the teacher to whom I have alluded was one of the kindest and best of men. He did as well as he knew how, and we learned a little.

The third step forward was at that time when Dilworth's Arithmetic was superseded in our schools, by those of Daboll, Adams, Pike, and others. These were much better adapted to our business transactions than Dilworth's had been, although they tormented us with Massachusetts and New York currency, and a multitude of other things. We now felt that we could touch ground; we were certain that Arithmetic had a little to do with the actual business of life. It was a great advance; and as children, we began to feel our strength, and rejoice. Not long after this light began to dawn upon us, the introduction of blackboards into our school-rooms followed. Our arithmeticians were arranged in classes. This improvement took place in 1820. Then there began to be some intercommunication between the teacher and pupil; they began to live the same life, and to have the same thoughts; the teacher infused his mind into the mind of the pupil. A new era had commenced, and the pupil began to love his teacher, to love his business, and to feel that he knew something, and could do something.

The present methods of instruction are well known to you, and in most of our schools, are but a modification of these that I have mentioned.

If I were to describe the method most usual in our schools, it would be in a few words, like this. The arithmeticians in each school are arranged into classes, according to the size of the school. Each class has a definite amount of work, which was given out the day previous, and which is to be brought in, written out on the slate to-day. We will say ten sums. Each boy in a class of fifteen or twenty, brings in his ten sums, and is to be able to explain them. He is asked by the teacher if he has done the sums. If the teacher doubts that he has done them himself, he requests him to go to the blackboard, and perform one or more sums dependent upon the same principle in his lesson, and

* The noun *rudis* means a rod or stick, in Latin; the adjective *rudis* means rough or *uncultivated*.

thus tests his knowledge of the principle contained in the rule of the lesson. By this method, which brings each boy before the teacher, it can be shown whether he understands what he has done, and this enables the teacher to give instruction not simply to one, but to many. Much as I respect those who have devised and have practised this mode of teaching—and I will venture to say that a majority of those who are present pursue this method—I will venture to ask if you have found any six, twelve or twenty boys well classed to-day, and if so, will they be well classed four weeks from to-day? If they are not well classed four weeks to-day, is not the interval between the 3d and 4th, or 4th and 5th classes too great? Is not the interval too great to allow the best boys in the 4th class to go up into the 3d? Is it not a fact that some are too slow, and the advance of some too rapid and too impulsive! Do you not have to help along the languid, and hold back the impulsive? Are they able to measure their strength together, as they ought to? Are they disciplined to active, quick, instantaneous thought? I will not enlarge on this subject. Every teacher has seen and felt the difficulties of the plan.

I have a few words more to say, and if they relate somewhat to myself, be pleased not to suppose that I love to speak of myself, but that I desire to contribute a few ideas, the result of experience, which are not to be found in the books.

It is now more than thirty years since, being dissatisfied with the method of teaching arithmetic then practised, I resolved to ascertain whether others had any better method. For this reason I visited the schools in the neighboring cities, travelled considerable, and learned much that was good on this subject, yet I did not find what I wanted. I returned home, and began to think about the matter. What do I want? I should say here, that, before determining upon any plan of teaching, two simple principles are wanted. First, to give the pupils a use of the principles of Arithmetic, so that promptly, extemporaneously, at all times, and on all occasions, he can use them without stopping to think back to his book. The educator himself must use the Arithmetic as a means of expanding the subject. I enquired—do my plans answer my wishes? for I desired to make my pupils such as business men would like to secure. Will giving a boy ten sums, and sending him home with a load of books, requiring him to do the sums, or get his mother to help him, perhaps, make him fit to enter the counting-house? Yet this is the way that is generally pursued, and we have an abundance of witnesses to these facts. What shall we do? I will try to make plain to you the course that I pursue. I shall not be able to give you a full idea of the system—with me the system is the grand thing.

In the first place, let us call out a dozen little boys, just beginning the multiplication table. By the old method they would take the sums home and get some one to help them. I thought I had better bring them before me, and give them the simplest sum imaginable. Place 428 on the blackboard, and let 2 be the multiplier. See how many can do it. Most of them do it correctly. Some cannot, and they need explanation. Then give them another sum multiplied by 3, 4, and 5, and when they have done, as you think, enough let them go to their seats. But, suppose a boy in multiplication wants to be promoted to next rule; what is to be done? Call him out on the floor with the classes promoted in multiplication. Then give him larger and more difficult sums, and if he stands the drilling very well—he is ready to be promoted; if he cannot stand it he ought to have more instruction. This method judges each

one by his own ability; it brings each one to stand on his own feet; he is never carried forward, or kept back, by a class. This method of teaching a class on the floor may be easily engrafted on other systems. Its advantages are many. The first is, in giving your pupils a thorough drilling. The second is, in determining whether a boy may be promoted. All that is necessary, is to bring forward those boys who are next in advance of him. Give your pupil sums not to be found in the book. You will have plenty of exercises in manuscript. Suppose you put down a number of sums in Interest. The simplest sums may be marked A; the more difficult, B. You can immediately select from these—if you keep them in convenient portfolios—such as you desire for examples on a given occasion. *Now* you will find that some are suitable for one who deserves to be promoted out of Interest. "I understand Interest sir," says one, "and wish to be promoted into the next rule." Give him a dozen sums, or even six, where they are difficult, requiring him to do them with those that have been formerly on the floor; with no books, no answers, and no assistance of any kind. This will enable you to determine at once how each pupil stands in that recitation. One may have done them all right; others, nine some seven and some two. To make this plan more thorough, I require each one to keep his own record of how many he has done right, and how many he has done wrong. Here they will attempt to deceive, you will say. I think not. I have found it a matter of great consequence to accustom each boy to keep his own record of the number of sums done correctly and incorrectly. When the sum is done, he walks up to me with his slate; I glance at it a moment, and if it is incorrect he walks to the foot. In this way the class is divided. I see who understand, and who need help. By this mode, suppose I give ten difficult sums to the boy that wishes to be promoted, and he does eight of them; he is ready to be promoted to different rule, for his review will enable him to keep up, as he is constantly called out with *others* that wish to be promoted.

The next feature is this; to divide up the subjects of Arithmetic. I usually make forty-five divisions. Instead of having classes in school, and dividing them into three, four, five or six grades, I divide the subjects of Arithmetic into forty-five grades, classes, and sections. I have a book in which are all my little fellows just beginning addition. These are marked 3d class; 4th multiplication; 5th, short division; 6th, long division; &c. This illustrates sufficiently that part of the plan. In arranging my record, (I beg leave to say that I have always taught boys,) I have every name on an appropriate page. Now suppose three or four boys on the 18th page come to me and desire to be promoted into the 19th, what is the 18th? The reduction of vulgar fractions to decimals. I immediately turn to the exercises in my portfolio, (I do not turn to the Arithmetic,) containing a kind of sums I wish, and such as contain difficulties that will test the boys' knowledge of that principle. A class of a dozen boys is called out, and they are drilled together in that way. The result is, some of the boys that desire to be promoted, show themselves to be familiar with the principles, and can do the sums promptly, and some cannot. I cross the names of those who are ready for promotion from page 18, and place them on page 19. That boy, then, is promoted because he himself is ready to be promoted; and his promotion interferes with no other boy in school. This, then, is a self-regulating system. It turns out, probably, that some boys

that have been promoted become a little rusty. We will take these boys and give them some easier sums in the same rule.

These exercises on the floor, make them ready, and prompt, and self-relying. They learn to think for themselves. There is no stopping to think what is in the book at all, and they can use what they learn, in whatever circumstance they may be placed.

This is the method for drilling, as we call it. Any of you may follow out this plan; every boy can determine whether he is at the head or foot, and all is straightforward and plain; there is no such thing as a short cut to arrive at the answer to a sum.

I have taken up more time than I ought; I have spoken more of myself than I wished; I have done it for the sake of traveling outside of the beaten path. I do not wish to proceed as the books do, in every respect. I have spoken, also, to give a few hints to those who are devoting their strength to the great work of teaching. I feel a great desire that every teacher should in this branch, as in others, make instruction effectual. If any one desires to know how this plan works, I will only say that I have pursued it without alteration or modification for twenty-five years, and it stands the only great test; and I believe that some who are here have been in my school. It bears good fruit. I doubt not that in many small schools in the country, there are many young teachers who are troubled and worried because the pupils make no real advance; who might find themselves able to introduce something like this plan to great advantage.

LETTER FROM A TEACHER TO HER COUSIN.

Dear Cousin,

Are you looking for tidings from a distance? I know a stray leaf from me will not be unwelcome. Fain would I visit you in your little supremacy, and listen to those honeyed words of love and wisdom that fall so graciously from your lips, to win, guard and instruct the wayward.

What beauty and mild radiance might be seen reflected from those bright eyes that look so trustingly to you, to give shape, color and consistency to their characters. Perhaps you could open to me the portals of that temple, whence you derive the strength that nerves your weak, weary and fainting being, and empowers you to go on your way rejoicing, scattering ambrosia to all around you. Are you in the habit of flying from the anguish incident to our natures, by entering more deeply into the spiritual? I think I hear you say, that "serious views of the relations of life, to the here and the hereafter, are eminently pertinent in a teacher.—There are many questions we should ask home to our own selves, and converse with our heart of hearts, and know by what motives we are actuated, and what spirits we are of." No! I am not mistaken,

as I hear those familiar tones, saying, "How grow and thrive our affections and souls? Is heaven imaged in each expression of our face? Are we growing ripe for the society of the just? Do our souls pant for draughts from the Fountain of Life? Is the song of the Redeemer sweet to the ear? How vibrates it from our lips? Do we love to feed on heavenly manna, and call we it delicious fare? Do we delight in doing good, or in efforts to do good, though we see not the result of our labors, and receive no compensation?" Yes! though absent, I see the fire in the eye, as the warm tones grow strong, and you assume the duties of your profession, and exclaim, "Oh, my cousin! What an influence a word or a look has upon a tender mind, destroying the worm that is gnawing at its core, twining its tendrils around the pure and lovely; and arming it for high and holy endeavor; or crippling, performing, souring, and causing to draggle in the dust, that designed to be a blessing and an ornament to the race! We cannot hope to be efficient laborers in the world's great field without serious preparation. We *must* go prepared for any undertaking, not trusting in our own strength. It is our privilege to have the wisdom of the serpent; to have a strong, unostentatious, energetic purpose to execute the plans benevolence has devised. If we would be soldiers in the warfare against ignorance and iniquity, we must have our feet shod with the preparation of peace, our loins girt about with truth, not forgetting the breast plate of righteousness or the shield of faith, ever remembering that the instrument of our warfare is the precious Word.

TYRO.

FEMALE EDUCATION.

EXTRACT FROM

AN ADDRESS READ BEFORE THE YOUNG LADIES' LITERARY SOCIETY OF THE GENESEE WESLEYAN SEMINARY.

BY MRS. E. S. SEAGER.

One great obstacle to the extension of a liberal, enlarged system of female education, is the prevalence of the feeling that the two sexes must be educated differently, and apart. This is one of those afflicting pieces of absurdity which escape animadversion, because custom and fashion have so long thrown over it their sanction. I am aware that I am here treading on delicate ground. One must be careful in treating of long cherished prejudices, but common sense is of universal application, and I see no reason why it should not be brought to bear upon this question in the business of education. Common sense certainly

demands that the two sexes be allowed to pluck fruit together from the tree of knowledge, without apprehension that the youth of one sex will be less vigorous and manly, or the other less delicate and lovely. As the case now stands all the old foundations of learning are occupied by colleges and universities for the male part of the species, and it would be accounted almost sacrilegious to admit a female student within their precincts.

Why should all the literary recources of the state,—why should the munificence of rulers and legislators be poured out for the ample, the profuse endowment of institutions for the benefit of one sex, from all the privileges of which the other are excluded? I know not that any monarch or legislature has ever founded an institution for the promotion of female education in any way comparable to the colleges and universities which it has been the pride of all governments, legislatures and monarchs to establish, enrich, and embellish. Except in France, I am not aware that a female school has been founded by the government of any country, or has received any benefactions of the state.—Louis XIV., at the earnest solicitation of Madame Maintenon, founded the institution of St. Cyr, which was abolished by Napoleon, who afterwards atoned in part for the wrong he had done to the women of France, by founding and liberally endowing the school of Ecouen; which was, in turn, overthrown by the Bourbons, on their restoration. Queen Elizabeth made great additions and benefactions to the already richly endowed university of Oxford, but never made any provision for the education of the youth of her own sex. Other female sovereigns have shown like inconsistency in their benefactions.

The prejudice which shuts woman from all the highest institutions of learning is an old one. It excluded her from the Grecian schools. It is recorded in the history of philosophy, that certain women disguised themselves in male attire, and went to the academy, to listen to the discourses of Plato. The desire of knowledge must have been strong, which would impel a woman to put herself in so false a position. But there were, in Greece, many instances of women, who, in spite of the restraints imposed upon them, distinguished themselves by their learning. History has preserved the names of Sappho, Aspasia, and Corinna, the Theban poetess, who five times carried off the poetic prize from Pindar. But it was hard for a Greek woman to secure at once, the reputation for learning and virtue. Dr. Good remarks that, "in Athens, the social system was such that, among the female sex, none but those of acknowledged looseness of character had an opportunity of even becoming acquainted with the general literature, or the literary characters of their own times; whence, with a singular subversion of the very principles of their system of ethics, such persons were often noticed, and even visited by philosophers and moralists.—Lady Morgan says, "It was the early and fatal mistake of Greek legislation, under the impression of Asiastic influence, to fear the development of the mind of woman, and to make ignorance of mind the guarantee of chastity—to separate virtue from the graces, and deprive modesty of the attractions which rendered each vice fascinating." With all the boastful learning of Athens, the education of the Athenian females must have been very limited. In the middle ranks of life, we are told that they were seldom taught anything but to read, write, sew, and prepare wool for clothing; while in the higher ranks, where they were educated with great refinement, they were taught embroidery, and instructed to take part in the public festivals, and the religious ceremonies of the country—such as the public dances, and singing hymns to the gods.—

Upon this point, however, no expense was deemed too costly, that could endow them with the requisite arts of modulating their voices, and regulating their steps,—no pains or sacrifice too extravagant, that could bestow upon them elegance of shape, or gracefulness of motion. In Female Education, as in philosophy, the Greeks have been, it seems, the example and teachers of the civilized world. In philosophy, the Greeks are said to have taught the Romans, and the Romans the rest of mankind; and from the days of the Greek republics to our own, accomplishments have been much more in vogue amongst women, than learning.

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In the establishment of civil liberty, circumstances forced the Americans to create for themselves new forms of political existence. It would have been well if this independent action had been carried into social life—into our literature, and into our literary institutions; but here we have never escaped from the imitative. Our schools and our social code, have been formed upon European models. But what suits European society, with its fixed forms, its aristocratic and plebeian classes, is no way adapted to the character and circumstances of American life. Here there can be no centralization either of power, wealth or knowledge—everything tends to a general diffusion. If the Americans possessed the intellectual and moral dignity and independence, which a democratic form of government ought to encourage and sustain, American authors and educators, instead of imitating England, or attempting to rival her, would have been sincerely and resolutely laboring to work out a system of our own, adapted to this new state of things, and our literature and schools would have mirrored life in our own nationality, instead of reflecting foreign forms. In a republican government like ours, the streams of knowledge should flow wide and full as our rivers. The fields of learning, fertile, flowery, fruitful, luxuriant, should be without hedge or barrier, like our vast prairies. The stories of science should be open and free to all of either sex, who have the taste or ability to make its acquisitions.

That such an intellectual condition of things will one day exist in our country, we confidently believe. We think we discern, even now, the first faint streaks of that day's dawn. But we cannot hope to see anything more than the ushering in of the morning of that splendid day. It is sad for those who foresee, for those who venture upon the precarious work of prophesy to know that they cannot live to see its glories; but it is consoling to feel that every act performed, and every word uttered, in the light of that foresight, and under the power of that prophetic inspiration, may tend to hasten or ennoble its fulfillment. Could we see the highest institutions of learning in our land, freely open their portals to our sex, we should claim our hour of heartfelt exultation. We should, in view of the privileges of such a time, exclaim with Gœthe, "give me back my youth again."

We know that the proposition to admit women to the participation of college privileges, will awaken ridicule, and excite prejudice in many minds: even those who would be willing that women should possess "learning that comprehends knowledge," will yet see so many difficulties in the way of her pursuing the course prescribed in all our colleges, under their present system of discipline and instruction, as to make the thing impracticable. It is impossible for many minds to distinguish between the actual reality, and the ideal possibility. Let

such bethink them of the change which the public mind has already undergone on the subject of Female Education.

A century ago, what would have been deemed more absurd and preposterous than an attempt to teach whole classes of young ladies the higher branches of mathematics?—to give them an insight into the mysteries of science, or an acquaintance with the learned languages? In former ages, it was only by the aid of peculiarly favoring circumstances in the case of individuals, that enabled any woman to obtain a degree of knowledge entitled to the name of learning; such as in the case of Lady Jane Grey, and some other women of the seventeenth century, and later times. But the tendency of the age to an equal diffusion of learning, has benefitted woman, and a growing disposition to give her similar and equal advantages for education with the other sex, characterizes the spirit of the times.

In intellectual progress, our colleges, if they do not take the lead of the age, ought at least to go along with it; it were a shame for them to be found lingering behind. It has long been maintained that there are great errors in the system of college education. Reform has been loudly called for, not only by the superficial public, and newspaper declaimers against monopolies, but even in the very college halls, a clamor for reform has been raised, and the "grave and reverned seniors," who are clothed with authority—the heads of colleges themselves, have avowed the necessity, not only for improvement, but reform. If in their proposed reform, they would divest the colleges of their monastic spirit, and monastic selfishness,—if they would give up the claim to collegiate education, as an intellectual perpetuity, sacred only to their own sex, and modify college forms and college life, so that women might, with propriety, be admitted to the advantages and honors of their course, would they not increase rather than lessen their dignity, by the condescension?

A change so great in the reigning taste, as to sanction a course of collegiate education for women, must have time to work its way into public favor. Considering the habits of the age, and the power of fashion, which, though not *immutable*, has for a long time run steadily in an opposite direction, we need not be surprised if, among women themselves the prevalence of a system of education, which would require for its successful pursuit, the exercise of so much thought, should for a while, be regarded with disfavor.

One of the most grevious impediments to the spread of sound learning amongst women, will be found in the absurd importance attached to gentility and fashion, and the false standard of refinement that has been set up. What ambition so prevalent, so predominating amongst our young ladies, as that of being accounted genteel and fashionable,—to this distinction, sound and liberal learning contributes nothing. Fashionable life, which refines elegance into insipidity, and fritters delicacy down into frivolity, and to lead which, one must nearly murder the intellect, is the universal object of an almost insane ambition among the ladies of our large towns. Ease, comfort, and intellectual excellence are easily sacrificed to gain eminence here. This struggle after noteriety in fashion extinguishes the light of genius, and digs the grave of intellect. Milton's fiends were not more disappointed, when, thinking to allay their appetite with gust, instead of luscious fruit, "chewed bitter ashes," than every one will be who enters the circles of fashion, expecting to enjoy there, "the feast of reason and the flow of soul." How can the "thoughts that wander through eternity," fine play in the insane intercourse of fashionable life; where any

manifestation by a woman of intellectual vigor or sincerity of feeling would seem most outre and inopportune, and any conversation, either sensible or eloquent, would be deemed ill-timed and eccentric. Taste, intelligence, and learning, if they do lurk in the retreats of fashion, must exist like the concentrated alcohol which remains, an unseen, burning drop in the center of the ice, which its more watery particles have formed around it, or, like the golden dust of California, in the black sands of the Yuba. Vanity seems the only feeling which fashion protects or develops; and the arts of address and display, the only ones which her votaries think worth cultivating — to learn these arts and to understand the code of etiquette, enacted by fashion, includes the whole idea of female cultivation in minds where the mechanical has triumphed over the spiritual. "There is a great difference," remarks Coleridge, "between an egg and egg-shell, though they look remarkably alike;" and there is great difference between the true born lady, in whom dwells "the heart of courtesy, and the thing turned out into the fashionable world under the name of lady, by the combined efforts of the jeweler, milliner, and mantua maker. But the time must and will come, when this false standard of refinement will be overthrown. This fabric of error and prejudice must fall. The general spread of intelligence leads to it — christianity demands it — the increasing prevalence of an extensive course of study for our sex tends to it — all foreshadow its overthrow — all point to the time when only the highest qualities of mind and character will give woman position in society. Let it be yours, young ladies, to forward this progress — to accelerate, if possible, the blessed period of intelligence and intellectual eminence, to which the divine clemency encourages us to aspire. No where, more than in this institution, could circumstances favor this aspiration. Here, if you are not directly invited to pursue to completeness, the extensive course of study marked out for the literary aspirants of the other sex, you will not, certainly, if you have resolutely entered upon it, be thrown off the course. I feel a great desire that the young ladies of this institution, should distinguish themselves in the competition of mind; and in accepting your invitation, young ladies, to be with you this day, I did it in hope that I might help to quicken in your minds, the germ of a lofty literary ambition — that I might impress you with the consciousness of your nature's nobilty. If I have encouraged any of you to cultivate a taste for the charms of literary excellence, and a love of intellectual pursuits — if I have strengthened in any of your minds the determination never to give up these pursuits — never to retire dejected and despairing — but to go forward, till you have completed the entire course of collegiate study, I shall feel that I have contributed my mite, to give the world at large the proper direction. Such signs of improvement in the education of our sex, though they may appear in a limited circle here, cannot be restrained in their influence to any time, to any place, to any people. Every example of cultivated female intellect — every victory over ignorance — every prejudice overthrown — every friend gained to the cause of female improvement, is a benefit of which the whole sex are partakers. It extends by so much, their influence and usefulness; it lessens, by so much, the sphere of their future trials and struggles. Every woman will feel, too, a laudable pride in the fact that any of her sisters have gone successfully through the course which brings the honors of learning. Your success would be an argument against all who would undervalue female capacity; it would be more — it would be a stimulus to the generous ambition of the whole sex. Emulation will be kindled — attention will

be turned to intellectual pursuits — an impetus will be given, prompting others to an exertion of the highest intellectual faculties. Female scholars will soon cease to be a rarity. The objects of pursuit among women, will be exalted and refined to a degree that cannot be estimated. The leisure of ladies will have a very different employment. Some ivory fingers may, perhaps, "forget their cunning." Chain stitch, crochet stitch, "raised work," and other mysteries of the needle, will not, perhaps, be in so high esteem as formerly. Less time will be spent in flowering foot-stools, and ornamenting ottomans. Berlin patterns and zephyr worsted, will be less sought for. Purses of every varied size, shape, and material, may not start into so frequent existence. The remorseless mutilation of chintzes, calicoes, and cambrics, and their fabrication into patch work quilts, may sometimes, perchance, be prevented. Fewer exhibitions, perhaps, may be seen of worsted work, from patterns, where, by an ingeinous device of German artists, a young lady may produce a great picture, without one effort to the intellect of drawing and design. But, in the essential comforts, and true refinements of social life, nothing will be lost, while there will be gained a great elevation of the intellect — a love for the holiest creations of genius in the fine arts will become more general — a purer and better taste will be developed; and your course, young ladies, may help to do it. Be encouraged, then, to cultivate learning, for the influence your example may have upon others, and for the elevating, soothing, refining, influence it will exercise over your own mind and heart. Enthrone the truths of science in the modest stillness of your own souls; and, while they purify and ennoble the intellect, let them beautify and polish the exterior, so that thought may not only rejoice to recognize their existence, but sense, even, may apprehend their presence. Let all around you feel

> "How charming is divine philosophy—
> Not harsh and crabbed, as dull fools suppose;
> But a perpetual feast of nectared sweets,
> Where no rude surfeit reigns."

Let the graces abide in the home of learning. "Let song its witching cadence roll;" let the canvas glow with mimic life, if genius prompt, and time permit; but let these accomplishments be the accompaniments, the embellishments of learning, not its substitute. Let not the obstacles which obstruct your path in the pursuit of learning, nor the temptations which would lure you from it, prevail over the noble impulse which impels you to go forward. Think not of the obstacles in the way, but think of those who have overcome greater ones. When you hear of the triumphs of the scholar, does not a secret consciousness whisper in your minds that you are able to do the like? Receive this testimony of your own souls. All success depends upon your being conscious of your own powers, and possessing confidence in them. Nothing, says Sir Joshua Reynolds, is denied to well directed effort, nothing can be attained without it. Once be convinced of this, and you will never mourn over barriers in the path of knowledge which you are not permitted to pass. *Sapere aude*, dare to be wise, was the maxim of the great Latin poet. Half the ignorance of our sex arises I am persuaded, from moral cowardice. There was great significance in the ancients representing the goddess of wisdom as springing fully armed from the head of Jove. Armor is truly needed by any woman in a conflict with ignorance, and courage is needed to withstand the assaults of envy and meet the ridicule of mediocrity. A tame subserviency to popular prejudice, and a quiet

cringing to the dominion of fashion, will produce imbecility of intellect and i sensibility to the intrinsically true and beautiful. But how can we protect ou selves from the prejudices of the age which every where meet us—how eva the requisitions which the fashionable world will make upon us? By livi above its judgments. Look upward to your dignity and forward to your d tiny, and not downward to the low judgment of those, who encircled by a fal refinement, abide in miserable intellectual degradation, their minds mere c lections of scraps and heresays, and who prefer mental mediocrity, to the lab of mental effort.

It may seem, from my passing it with so slight notice, that I attach lit importance to the moral and religious education of woman. But happily, the is no need of convincing any one that this is important. Dark might ha been the fate of the world, had the same jealousy existed in regard to t religious and moral elevation of women, that is felt in relation to her intelle ual eminence. It is universally conceded that piety and virtue are needed render the female character either valuable or lovely. However debased morals a man may have been himself, he has always felt in relation to t character of woman connected to him by consanguinities of any kind, as t imperial Roman did when he exclaimed, "Cæsar's wife must be above sus cion;" and however subordinate woman's position may have been in this wor it has ever been expected of her, that she should "allure to brighter worl *and lead the way.*"

This vocation is yours, young ladies. The world will look to you for illu trations of piety and virtue. With your other advantages, you have here h opportunities for developing and perfecting those most endearing and ennobli attributes of womanhood. Here you have been accustomed to listen to t voice of prayer, and the song of praise, and many of you have in holy faith a love here consecrated yourselves to the Savior. In all the on goings of yo future life, you will probably pass no period more full of enjoyment than th of your pupilage here. To be a pupil here, and not to enjoy it, would indica not a peculiarity of taste, but a deprivation of it. To none of you I hope w the recollections of life passed here, "come with the silent-self accusing voi that whispers of time wasted, talents misapplied, kind advice which the heat youth misconstrued or neglected, jewels of priceless value which lay strew upon the golden sands of life wantonly disregarded, which the tide of advan ing years will cover from the sight forever blessed opportunities for acquirin knowledge which can never return." May thoughts and feelings exactly t opposite of these of be yours!

Good Bye.—There is hardly a greater perversion of the meaning of a phra in the English language, than is contained in the words so often used at par ing with friends, "Good bye,"—words which in them have no significatio whatever. In olden times it was customary among pious people, when partin from those they loved and respected, to commend them to the protection God. The phrase in French was "a Dieu"—to God—*Anglice*, "adieu"— and used by thousands with a knowledge of its meaning. And the old Eng lish form of expression, "God be with you"—a most beautiful phrase whe taking leave of a friend—is altogether discarded. "Good bye," a corruption this phrase, has usurped its place.—*Boston Journal.*

MORAL EDUCATION.

We extract the following capital thoughts and hints from an article prepared by M. F. Cowdry Supt. of the Public Schools of Sandusky, from the Ohio Journal of Education:

Passing over many considerations that might deserve very great attention, we come directly to the indisputable statement, that, if you would cultivate and develop the conscience, you must see that IT *is exercised.* If you would have its soveriegn decisions, *you must appeal to its kingly court.* You must *"play* its sweet keys, if you would keep them in tune." Proceed as you do to cultivate the intellect. Give it simple, obvious things, at first; afterwards, the more complex, mysterious, and profound. For illustration: Is it *right* for a man to give his brother fruit that he feels certain will endanger his health? *No,* says conscience. If he may not give it to a *brother*, may he to a *stranger?* No, says conscience. May a man sell fruit to his brother, if he feels certain that it will endanger his health? *No*, says conscience. May a man sell fruit to a *stranger*, if he may not to his brother? *No*, says conscience. May a man offer his green vegetables on the market to any thoughtless stranger who will buy, while the *cholera* is busily searching for its victim? *Will conscience,* after teaching two or three simple lessons in universal brotherhood, now allured by the prospect of gold, sneakingly reply, "*Am I my brother's keeper?*" or will it begin to assume the rightful dominion, and, in the simple majesty of its undoubted attributes of sovereignty, unhesitatingly declare, that "Love worketh no ill to his neighbor?"

Thus, proceeding from the simple to the more complex of all the duties and relations of life, may the conscience be excited, quickened; ready ever to assert, and more still, to *enforce* its rightful power. Conceding, of course, that other particular stimulants may be applied in, perhaps a far more successful manner, the general principle must ever hold true, that conscience can only be enthroned as the supreme ruler of the whole man, by a long, a regular, a patient, a faithful course of exercises and culture; and that system and those methods, when revealed to the earnest seeker after professional excellence, which will most faithfully and most successfully accomplish this, will merit the highest place in human achievements.

As a further illustration of the manner in which appeals may be made to the moral sense, and an interest awakened which may lead to higher culture, the following examples, taken from the course pursued in our High school Department, are presented:

LESSON XX.—RIGHTS AND DUTIES.

FAITHFULNESS TO CONVICTIONS.

120. Is it right to engage earnestly, and with all our powers, in the defence of a position or cause that we believe to be wrong, merely for the pleasure of an intellectual triumph?

121. May we earnestly and with our whole intellectual strength, engage in the defence of a friend, whom we know to be guilty, for the purpose of saving his reputation, or of saving him from the penalties of the law.

122. If my friends or my neighbors advocate principles that I feel certain are dangerous to the welfare of the community, may I remain silent, or must I undertake the defence of the truth?

124. If a student, in whom I have confidence as a scholar, calls upon me for certificate of good moral charcter, may I give it, knowing at the same time th he has privately, yet intentionally, many times violated the wholesome regul tions of school ?

125. Shall the teacher certify to the good moral character of a young ma whom he knows to be disobedient to his parents, although in every other respe he may seem to be entirely worthy of confidence.

126. Knowing that one thousand dollars in cash and one thousand dollars property are about to come to me by inheritance, and that the property consis of popular, but decidedly immoral books; and further, that a choice is left me take five hundred dollars of other good property or the books, what shall I do

127. If, in inheriting two thousand dollars' worth of property, one thousand it should come to me in popular, but decidedly immoral books, and this witho any agency or control of mine, what shall I do with the books?

128. Believing that that the circus is decidedly immoral and degrading in i tendencies, may I allow a circus troupe to perform on a vacant city lot of min twenty-four hours, for the sum of fifty dollars ?

129 What shall I do, in case my partner in business, having an equal intere in the vacant lot with myself, desires to let the circus company use the lot f their performance, for the rent of fifty dollars ?

130. In case I own one-third, and my partner two-thirds of the lot, (it bei undivided,) and his controlling interest has given the decision in favor of occ pancy by the circus company, what am I to do when the fifty dollars is receiv for the rent ?

131. If I have a horse for sale, which I have owned for some years, which estimate to be worth seventy-five dollars, and no more, but which my neighbo judge to be worth one hundred dollars, for how much may I sell my horse, if am offered one hundred dollars by my neighbor, or by a stranger ?

Questions relating to social and public duties, the whole embraced und about sixty topics, and similar in arrangement to the foregoing, are daily pr sented to the members of our High School Department. The most enti freedom of opinion and freedom of expression are always encouraged duri the exercise, each pupil being desired singly, for himself or herself, to strip ever question of all its disguises, to sift it of all its elements of fraud, deception, i justice, or selfishness, and then to announce the result of his or her convictio As before intimated, we have nothing to say of the *success* of this method our own system, under this or any of the remaining topics which we propo in future, to discuss; but we may say, that we very firmly believe that a dai general exercise, on the plan above indicated, and connected, at the same tim with other good influences that should pervade the same room, bearing co stantly upon the present and future practical duties of life, will, *with certain* be attended with the following advantages:

First: As a purely intellectual exercise, it is worthy of attention. Oth faculties are called into actual exercise, in order to bring to the moral sen those facts and conditions upon which its decisions must be based.

Second: The moral sense itself must certainly be called into exercise, some extent, however feebly or imperfectly; and we regard *any* methods, an *all* methods, which do this in a practicable, systematic, unexceptionable manne as of infinite moment to the teacher. The pupil who has learned, in a sing case, to make clear and just moral distinctions, is *better* prepared, if not *tho oughly* prepared to do so in another; and constant repetition of this exerci must essentially aid him to hold the moral balance even and steady, in an future contingency in life.

Lastly: Regular daily exercises of this kind, with questions carefully arranged, and extending over the wide range of social relations, business pursuits, and public and professional life, have a direct and powerful tendency, thoroughly and unchangeably, to commit each and every pupil to the true line of duty, before the hour of temptation and peril actually arrives. In many, very many cases, a *clear apprehension*, simply, of true governing principles, is of unspeakable value; while, in others, a distinct, unhesitating, unconditional *previous committal* to the right, is not only a sufficient fortification against wrong-doing, but it may often extinguish the temptation to do so.

There are, of course, other methods of a highly important and practical character, for carrying forward the work of moral culture in the school-room, which are worthy of the careful consideration of every teacher. Among these may be mentioned the daily presentation to children and youth, of authentic incidents, living illustrations of devotion to principle in the face of severe trials and temptations. This method can be employed to great advantage in connection with the preceding one, and yet may be employed entirely apart from it. But all minds need encouragement, need confidence in the strength of virtuous principles. If we would be allured to pay our homage to virtue, we need, as often as possible, to behold her fair proportions, and to see exhibitions of her loveliness and beauty all around us.

Every teacher may, if he will, carry out this method. Read history, read papers and periodicals of all sorts, learn all you can of every pursuit, and treasure up in your memory, or in your scrap-book, all the instances of loyalty to principle of devotion to duty, that you can gather as you would gold dust from the sands.

INSPECTION OF TEACHERS.

The object of inspecting teachers is to protect the public against incompetent instructors. It is a public recognition of the fact that peculiar qualifications are needed for the successful management and instruction of the school. And when it is reflected how important are the interests entrusted to the teachers' hands, how unreservedly our children must be surrendered to his care, and how deep and ineffaceable the impressions he will make upon their minds and manners, we shall easily perceive that his qualifications for his sacred position should be closely and sternly scrutinized. To no mere pretender or ignorant charlatan, should we be willing to commit the moulding of the souls of that little boy and girl who cannot plead their own rights, but whose whole future weal or woe is hanging upon our decision. We have no right to sacrifice them to our love of gain, and subject their intellects to the blighting touch of some rude, unskillful teacher, whose only recommendation is that he will teach cheap.

A practical difficulty, in the way of a proper inspection of teachers, is found in the imcompetency of inspectors. It has been urged that teachers seould be licensed by teachers, just as lawyers and physicians are licensed by men of their

own profession; and there does seem an absurdity in supposing the qualifica tions of a good teacher are rare, but that any body is able to scrutinize thos qualifications. The difficulty is partially obviated by the number of ex-teach ers found among our professional men, but it must still be admitted that in th rural districts, the inspection of teachers is often the merest farce.

It is not, however, our present purpose to propose some new system of in spection, but to mark more distinctly the departments into which a proper in spection should reach.

There are three distinct qualifications which are absolutely essential in th character of a good teacher: viz., good morals, good scholarship and aptness t teach. Neither of these should be omitted in the examination of those wh offer themselves as teachers in our public schools.

The teacher should be of good moral character. We place this first, a of the highest importance. A profane swearer, a gambler, a drunkard, or liar, should never be trusted with the training of childhood. Nay, more, teacher should exhibit the same conscientious, upright, amiable, benevolen characteristics we would have our children imbibe; and inspectors should satisf themselves, either by well authenticated certificates of character, or by seriou personal examination of the moral qualifications of the candidates for the teach er's office. Membership in some church is not to be demanded as a prerequis ite to a certificate, but the fact of good standing in some christian church ma well be taken as presumptive evidence of a good moral reputation at least. In quisition, however, ought in all cases to be made into the moral beliefs an habits of the proposed teacher, and any serious defect here ought at once to clos the examination. Here our present system of inspection is at fault, and w fear that the case is yet to occur in which a candidate, otherwise qualified, rejected on simple moral grounds. A certain teacher was asked by the inspec tors if he used profane language. He replied, "Only occasionally, when exc ted." "Well," said the inspector, "do you approve of boys using it in school The teacher replied in the negative, and received a certificate. He should hav been told that in all moral teachings, example is far more potent than precep

There is another department of moral qualification, into which inquiry ough to extend; it is the practice of those courtesies of speech and manners that di tinguish the gentleman from the boor. In our land, all have opportunity t learn the common customs of good breeding, and he who wholly neglects the evinces some radical defect of mind or heart, which unfits him to be an instru tor of children. In the old laws of Massachusetts, "good manners" was mad one of the seven branches to be taught in common schools, and it ought neve to be stricken from the list. Little good will that teacher do, who, while h cultivates the intellect, corrupts the morals or poisons the principles of his pupil

We will consider the inspection of the teacher's scholarship, and teaching talent, in another article.

WAYMARKS AND REMARKS.

We have been traveling, and like all travelers have a tale to tell. We shall leave it to the reader's own imagination to supply all that pertains to the mere incidents of locomotion, and speak only of the places and things that may be supposed to have interested the "schoolmaster abroad."

We paused but a few hours at Chicago, but full long enough to remark the prevalence of that spirit of restless and resistless energy which has, within the life time of a generation, turned a sandy plain into the mightest city of the North West. It is said that the oldest native citizen is a lady of twenty-two years, and a gentleman whose hair is scarcely gray remarked, in our hearing that he had himself fired at a mark with the Indians around the old fort which once stood where the city now lifts its proudest fronts. The public school houses of Chicago are generally of ample and goodly proportions, but its schools have been ill-managed and inefficient. Mr. J. C. Dore of Mass. was recently made superintendent, and under his active and able supervision, they are rapidly rising in order and public esteem. We are indebted to Mr. A. B. Sawyer, the principal of a flourishing private seminary for his courtesies shown us.

Reached Niles at midnight. This town is beautifully situated on the St. Joseph's river, and was formerly at the head of steamboat navigation. But the steamboats ceased their visits when the locomotive appeared, and the days of Niles' prosperity were numbered. It is now reviving, and contracts have already been made for building several large brick stores the next summer. A tax of $10,000 has been voted, and a beautiful site, embracing four acres, has been purchased for a union school house. The materials are collecting and much enthusiasm is felt for its completion. Their public schools are now on the graded plan, but through some lack in their former teachers, it has been found necessary to place the boys and girls in separate schools. Our friend Mr. H. P. Sly, has recently taken charge of the principal boys' school, and under his efficient management order once more reigns. We visited his school in company with Rev. Mr. Curtis, and we were glad to meet there two prominent citizens and warm friends of education, Dr. Niles and D. O. Woodruff, Esq.¶ The doctor especially has proved himself a devoted friend of the public schools. It is well when such men as these are found in the school room.

At Kalamazoo, we visited the Theological Seminary and Kalamazoo Literary Institute. A fine looking body of young men filled the chapel. The system of instruction here embraces a full college course, and is efficiently prosecuted under an able band of Professors, consisting of Rev. Dr. Stone, Professors Graves, Olney, Putnam and Mather. A good female school has long been sustained under the direction of Mrs. L. H. Stone; and the Baptist Convention have taken some steps towards founding here a Ladies' Seminary of the highest order. The public schools are graded, and we were much pleased with the appearance of the principal one, under the charge of Mr. and Mrs. E. B. Gray. A fine union school house would be an additional ornament to the *belle* of our inland towns.

At Flint, the flourishing capital of Genesee County, we met a convention of teachers and friends, and aided in organizing the Genensee County Teachers' Association. Dr. Clark, of Flint, was elected President, and M. B. Beals, the accompliahed Principal the Union School at Flint, Corresponding Secretary. Two days were spent in interesting discussions of topics pertaining to the in struction and discipline of schools. The meetings were well attended and a fine spirit seemed to pervade the assembly. The school directors, with a wise and liberal spirit, gave the teachers of the county the time to attend—Genesee County has some sagacious and sterling friends of education, and we shall look to see it taking a leading position in educational affairs. The State Asylum for the deaf and dumb and blind is located here. The buildings are begun, but the work upon them, as also that upon the State Lunatic Asylum at Kalamazoo, has ceased for want of funds. The schools however, for these unfortanate classes, the mutes and blind, have been opened at Flint, in a private mansion, under the care of Rev. B. M. Fay and lady, who are able and experienced teachers. There are nineteen mutes and five blind pupils under their charge, and it was with feelings of no ordinary gratification that, under the courteous conduct of the principal, we visited this germ of what we trust will, as a great state benefaction, restore many a poor speechless or sightless child to communion with his kind and with Heaven. A pupil who had been only eight or nine months under instruction, related, in pantomime the story of the Flood, and with so much of expressiveness that words could scarcely have made it more intelligible, and when a fair mute maiden, with lifted look repeated, in the language of natural signs, the Lord's prayer, we felt creeping over us a feeling of solemn reverence such as rarely is felt among the pompous ceremonial of some great and gorgeous church. A literary and scientific association has already been organized at Flint; a good beginning has been made of a cabinet of natural curiosities and specimens in Natural History, under the care principally of Drs. Clark and Miles.

The educational convention called at Pontiac was for some reason less numerously attended than that at Flint. It organized however the Oakland County Teachers' Association, with Mr J. A. Corbin, the popular principal of the Pontiac Union School as President, and Miss H. Gilmore as Corresponding Secretary, and the interest increased so far before the adjournment, that it was resolved to hold another meeting early in February, at Clarkston. Prof. Welsh, of the Normal School, was present at Pontiac, and his address and lectures were listened to with no light interest. They have a good Union School House at Pontiac, but the system languishes somewhat, because the range of studies is too great for the number of teachers employed. The Principal should have time allowed to supervise the whole school, and make the school a unit in its plan of instruction.

Youths' Department.

UNCLE JOHN'S LETTERS.—No. 1.

TO THE PEOPLE IN THE SCHOOL HOUSES.

My dear Boys and Girls,

The editor has offered to print my letters to you, so that all may read them; but I am not certain that you will be interested in letters from a man whom but few of you ever saw. I shall be content if even a few of you read them, and shall by them, be made happier, or more successful in your studies or shall grow up to become nobler and better men and women.

I have often watched you in the morning tradging on in groups towards your schools, and my mind has followed you within the doors and stood beside you as you have opened your books and begun your study. I have looked on with joy as your gaze has grown steady and earnest over your books, or your eyes have lighted up with animation and honest pride when you have finished your task. I have felt glad over your triumph when you have solved a hard problem, or mastered a long and difficult lesson, and my heart has throbbed with pleasure as I have listened to your clear, prompt answers in the recitation, or have watched your ready demonstrations on the blackboard.

I have noticed with real delight, the modest courtesy with which you have greeted your teacher, and the quick and cheerful obedience you have paid him. There is something noble and manly about an obedient boy, who does without grumbling or hesitation, whatever his teacher bids him; and the girl never appears more graceful or gentle than when she performs with pleasant look and manner the duties her teacher has commanded. There is a blessed and beau-

tiful nobleness in obedience, and we look, without fear, for a happy and honored life for the boys or girls who are distinguished for their strict obedience to parents or teachers. In mind, too, I have followed you out into the play-ground and felt young again, as my ear has tingled with the laughing shout, and as my turning eye has marked your gleesome activity. But I have felt a keener delight as I have noticed your acts of generous forbearance towards some weaker and more unfortunate playfellow. I have thought of the splendid manhood and womanhood to which all these things were leading, and, in my heart, has sprung up a desire to write to you who are dwelling in the school houses a few letters to warn you against some evils in your way, and to help you on in the right course.

And I have something to write to you all, not only to the little boys and girls who carry spelling books, but to the young men who study Latin, and to the young ladies who are about to leave the school room for ever. For all who are students who are subject to the trials, and hold yet in hand, the hopes and privileges of student life, my heart feels a warm solicitude and would willingly draw from the store of its old experiences and thoughts to urge and aid you on in the path to true goodness and greatness. Your friend,

UNCLE JOHN.

ILLUSTRATIONS OF IGNORANCE.—Mr. Wendell Phillips, of Boston, who has traveled in Europe, states the following facts:

"In Italy you will see a farmer breaking up his land with two cows, and a root of a tree for a plow, while he is dressed in skins with the hair on. In Rome, Vienna and Dresden, if you hire a man to saw your wood, he does not bring a horse. He never had one, nor his father before him. But he places one end of the saw on the ground and the other against his breast, and taking the wood in his hands, he rubs it against the saw; and he will be all day doing two hours' work. It is a solemn fact, that in Florence, a city filled with the triumphs of art, there is not a single auger, and if a carpenter would bore a hole, he does it with a red hot poker! This results not from a want of industry, but of sagacity of thought. In Rome, charcoal is principally used for fuel, and you will see a string of twenty mules bringing little sacks of it upon their backs, when one mule would draw it all in a cart. But the charcoal vender never had a cart, and so he keeps his twenty mules and feeds them."

WE MAKE WHAT WE SEE.—We view the world with our own eyes, each of us; and we make from within us the world we see. A weary heart gets no gladness out of sunshine; a selfish man is sceptical about friendship, as a man with no ear does not care for music.—*English Humorists.*

BACON says that a little knowledge inclines men's minds to atheism, but a thorough progression therein brings them back to religion.

THE parent who would train up a child in the way he should go, must go the way he would train up his child in.

Why is Gillot the Birmingham pen maker, a dishonest man? Because he makes people *steel* pens, and says they do *write.*

A READY APPLICATION.—A mother admonishing her son—a lad some seven years of age—told him that he should never defer till to-morrow what he ought to do to-day. The little urchin replied—"Then, mother, let's cut the rest of the plumb-pudding to-night."

Some young ladies feeling aggravated by the severity with which their friends speculated on their gay plumes, necklaces, rings, &c., went to their pastor to learn his opinion. "Do you think," said they," "there is any impropriety in wearing these things?" "By no means," was the prompt reply, "when the heart is full of ridiculous notions it is well to hang out signs."

"Why do you not hold up your head, as I do?' asked an aristocratic lawyer of a sterling old farmer. "Squire," was the reply, "look at the field of grain You see all the valuable heads are bowed down, while those that have nothing in them stand upright."

WHEN we record our angry feelings, let it be on the snow, that the first beam of sunshine may obliterate them forever.

A man that hoards riches and enjoys them not, is like an ass that carries gold and eats thistles.

"Tommy, my son, what is longitude?"
"A clothes-line, daddy."
"How do you make that out?"
"Because it stretches from pole to pole."

A Dutchman thus describes the New Yorkers:—"Fine people," says he, "dey go about der streets all day cheating each other, and dey call that piziness."

People who are jealous, or particularly careful of their own rights and dignity, always find enough of those who do not care for either, to keep them constantly uncomfortable.

Editor's Table.

THE JOURNAL'S ADDRESS.

Once again, dear readers, we are with you. It has been decreed that we may not yet die; that another year, at least, we (myself and my kindred to follow) must go forth to the families and schools—to the Teachers and pupils, with our pages of truth. The organ of a most useful and honorable Association, the advocate of a fundamental public interest, we crave for our messages a ready welcome and a careful perusal. We come with no political shout to arouse your partizan feelings, no cry of the stock market is heard in our quiet utterances to pander to your love of gain, no shiboleth of sect, rightly pronounced, commends us to your religious regards; we come only in the name of the soul itself to plead for its great birthright, the right to such an education as will enable it to reach its highest point of its possible attainment in power and grandeur, and to fit it for the sublimest duties of moral and intellectual life. We plead the interests of *two hundred* thousand children, interests not to be secured by any accumulation however splendid, of mere material wealth, but by the teaching and training that shall give them *sound minds and true hearts in healthy bodies*. We advocate a cause to which the best and sagest men of the

Republic, from Washington, onward, have lent their most serious thought, and which they have watched over with the sternest solicitude, as over the great conservative interest of the State. A man's interest in the cause of education is the surest test of the breadth of his views and the liberality of his sentiments. Point us to the best and greatest men of any age or of any community, and we will point you the men who have labored the most earnestly for the cause of popular education.

For our cause then read us, and give such support as that cause demands and as our endeavors merit. Anxious to promote the best interests of this great state, and to contribute our mite to give to Michigan a future as mighty in its intellectual life as it must be magnificent in its material development, we send our appeals forth to the teachers and parents into whose hands those words may fall, and entreat them to permit no low, or narrow, or selfish views to rule their action in the educational field. Let Michigan be hereafter noted for her minds rather than for her minerals, and suffer it not to be her proudest distinction that she is "the greatest wheat growing state in the union." When her northern wilderness shall have become the dwelling place of teeming thousands, let a pure and noble literature find amongst them its cherished home, and a high and generous scholarship penetrate the great public heart, as the meridian sunlight the pellucid waters of our own embosoming lakes.

We can not permit this number to go forth without a word of thanks to the kind friends, who, by their substantial service, have aided in sustaining our educational paper this past year, and by whose noble efforts the subscription list for another year is so rapidly swelling. Their words of courage and cheer add new value to the Bank bills which their letters enclose. Says one, "I keep two lists for the Journal, and I have found no teacher yet, willing to have his name upon the negative one." A few more earnest men like this, and we should sound a new note in the march of Michigan mind. But while a few are laboring thus for an enterprize which they believe involves so deeply the public good, where are the great mass of the 5,000 Teachers in this State? Their indifference to this cause is but too sad an indication of the kind of influence that rules yet over the school rooms of Michigan.

Friends of the Journal, our work is not all done. Let January find us all at our posts. It will decide the battle, for as goes January so goes the year.

Read the following "good word" from our noble Superintendent elect. He is with us, and in him we venture to say the teachers of Michigan will find a true friend—

ALBION, Dec. 27th 1854.

Rev. J. M. GREGORY,

DEAR SIR—During the past year I have been in the regular receipt of *The Michigan Journal of Education and Teachers' Magazine*, of which you are editor and publisher. I have, for this time, as you are aware, been in charge of the Seminary and female College located in this place. The Journal has likewise been received, I believe, by each member of our faculty. Its monthly visits have been very grateful to me, and I think I may safely add, to us all; and so far as I know, to teachers generally in the State, who have been in the receipt of it, and have given that attention to its perusal, which as an Educational Journal, it richly deserves.

I have no hesitation in saying that in the leading editorials of the Journal, and in its general management, you have proved yourself peculiarly adapted successfully to promote the arduous and difficult enterprize in which you have engaged. The successive issues contain philosophical and spirited discussions of questions vitally important to the prosperity of our State and country; and these have been conducted in that noble and truly Christian spirit which should ever characterize the Practical Educationist. In your able correspondents you have also been very fortunate.

I am glad to know the State Teachers' Association so cordially unite in the support of the Journal that you feel justified in continuing its publication. I wish every Teacher in the State might possess and carefully read it. It would materially assist and inspirit them in the prosecution of the arduous duties of the school room.

If it could also circulate freely among School Inspectors, be possessed by district officers, and be welcomed extensively by the families of the numerous enlightened friends of education throughout the State, I think great good might be expected therefrom.

I trust I need not assure you, after this frank expression of my feelings towards the Journal, that I shall do what I can and use all practical ways, to promote its circulation among school teachers and school officers, not only, but to secure its reception and perusal in the family circle.

I address you this letter of encouragement, and tender you my sympathies thus cordially and unreservedly, because, about to return to the office of Superintendent of Public Instruction, where I formerly felt the need of such a Journal, and in my official communications to the Legislature urged, once and again ,the importance of its establishment and patronage by the State.

I remain, dear sir,

Very truly yours,

IRA MAYHEW.

☞ We send this number to many teachers and known friends of Education who are not yet subscribers. We solicit their own subscriptions and aid in sustaining for Michigan a periodical devoted to her educational interests and institutions. To the teacher we would say we wish to link your felt interest with the great body of the teachers of our State in the prosecution of that grand enterprize which rests mainly upon the men of our profession.

Will you not receive and read our journal—the organ of our association, and aid us in sustaining it? You might with a little effort, get up a list which would help our common cause and get your own copy free. Should any teacher feel too poor or too little interested to pay for it, we will still continue to send it to him, if he will send his name, or if he does not return this first number, asking of him only an earnest perusal.

☞ We send this number to our old subscribers. Should any of them feel unwilling to renew thier subscription they may return it. From all who wish to renew, and all others whos subscriptions are yet unpaid, we ask an early remittance of the money. We must know at once what we can depend on.

☞ The N. Ind. and S. Mich. Teachers' Institute held its annual session at Coldwater the 27th and 28th ult. Their proceedings will appear in our next. They adopted the Journal as their organ, and elected Prof. Rufus Patch of Ontario as corresponding editor in their behalf.

☞We have received a copy of Prof. Welch's new grammar, entitled "the English Sentence." We will notice it at length in our next.

☞We can furnish a few back numbers to supply those whose sets are not full, at 6 cents each. For terms of binding and bound volumes, see premium list in the advertisement sheet.

NEW BOOK STORE.—Our friend Thomas M. Cook, widely known as the earnest and amiable agent of the American Sunday School Union, and the American Tract Society, has recently opened a new Book Store, at 167 Jefferson Avenue, Detroit. A large and fine assortment of books, and the most courteous attention await the purchasers that shall give him a call. See his advertisement.

PERSONAL ITEMS.

Prof. E. L. Ripley, a graduate of Yale, has taken the charge of the Union School at Jackson. He is assisted by Mr. A. A. Henderson, Miss Maria Reed and Miss Elizabeth M. Todd.

Mr. Anson R. Arnold from Madison University has accepted the principalship of the Otisco Union School. The citizens of Otisco have just erected a large and beautiful building.

Mr. Nathaniel Grover, late of N. H. has recently succeeded to the charge of the Galesburg public school. We understand that Mr. G. brings with him a high reputation as a teacher. They have just completed at Galesburg, a fine brick school house.

Mr. Warner, a graduate of Yale has accepted the charge of the Union School at East Saginaw.

Rev. H. H. Northrop of Flint has been elected Regent in the place of Gov. Parsons, resigned.

Byron G. Stout late principal of the Pontiac Union School has been elected to the Legislature from Oakland Co.

CONNECTICUT.—Hon. Henry Barnard has resigned the office of State Sperintendent of Schools, and John D. Philbrick has been appointed in his place.

Literary Notices.

The elements of Intellectual Philosophy. By Francis Wayland, D.D., President of Brown's University. Philips, Sampson & Co., Boston, Publishers.

This is one of the most interesting and useful books that has lately fallen under our notice. It has long been looked for with interest, and, now that it has come forth, it will not disappoint the hopes formed of it, though it may not correspond in its general plan, with the preconceived opinions of the public. Written in the lecture style, it lacks that rigid scientific cast and stern conscieseness of expression which usually characterize the writings of the metaphysicians, but this lack will render it neither the less interesting, nor the less useful to the general reader or the ordinary student. The book is not an array of metaphysical subtleties, and hair drawn distinctions, nor does the author once lose himself or his reader, amidst the abysmal profundities of some transcendental speculation. He has treated of the Philosophy of the mind as a practical science, and the work abounds with invaluable suggestions to all who would

either cultivate their own mental powers, or teach others. The section on the improvement of memory, should be studied by every teacher of youth. The study of Mental Philosophy ought always to be considered a necessary preparative for the office of the teacher; for how can he be expected to instruct intelligently and wisely, who has never studied the nature of the powers it is his business to cultivate? And yet it is to be feared that a large proportion of our primary school teachers have no just and adequate view of the real character and extent of our intellectual faculties. The work before us is particularly adapted to the use of teachers, by the useful hints given for the improvement of these faculties. We would recommend the book also for school libraries. It is for sale by S. D. Elwood & Co., Jefferson Avenue, Detroit.

The English Speller. By David Price. A. S. Barns & Co., Publishers.

This little book has evidently been prepared with much care, to aid beginners in their first steps up the hill of science. The author discards the principle of arrangement that makes one column define another, judging that it burdens the memory and distracts the attention.

Harper's for January is received and is for sale by J. Roys, Woodward Avenue. This number contains the conclusion of Abbot's Napoleon. It contains also, several other illustrated articles, and the promises that the publishers make for the future, will, when fulfilled raise this popular magazine to a still higher pitch of popularity.

"Songs for the Little Ones," is the pleasant title of one of the pleasantest little books that has yet fallen under our notice. Like all of the publications of the American Tract Society, the paper, print, and illustrations are of the best, and the contents are worthy the cover. Every mother should have this little book, as an essential aid in the education of her children. The book contains the choicest of those little hymns and poems that have survived the test of long use, and which have aided to form the taste, and shape the characters of some of the best men and women of our land. For sale by Thos. M. Cook, Detroit.

Irish Amy. Published by the American S. S. Union.

This interesting story was written to illustrate the good that may be done by a benevolent person, who is willing to assume the care of some of those friendless children that roam the streets in our large cities. The story has much intrinsic interest, and is asserted to be true in its main incidents. The field of benevolent effort it would cultivate, is an important one, and deserves the more serious attention of truly christian people. Let the book be read. For sale by T. M. Cook.

Books for Children.—There lies before me a little gem library, comprising four neatly bound volumes, entitled the Kitty Brown Series, by the author of Sunny side: "Kitty Brown and her Bible Verses," "Kitty Brown and her Little School," "Kitty Brown and her city Cousins," and "Kitty Brown beginning to Think," form a series which, if the testimony of a little girl by my side, whose thoughtful looks and eager entreaty, "read more," attest her interest, is to be taken, will prove no unexceptable gift to the little people. Published by the American Sunday School Union. For sale by Thomas M. Cook, 167 Jefferson Avenue, Detroit.

MICHIGAN

Journal of Education

AND TEACHERS' MAGAZINE.

VOL II. FEBRUARY. NO. II.

PRIMARY EDUCATION.

No department of education demands the serious attention of the wise parent and teacher, more than the instruction of beginners.

It is an error as fatal as foolish to suppose that a teacher of the weakest ability can teach little children well enough. It is true that no great extent of learning is required to explain the spelling book and elementary Arithmetic or Geography, yet no rude, unskilled hand should be allowed to make the first impressions upon the minds of children. The poet has said—

"Just as the twig is bent the tree's inclined,"

and it is the voice of all true experience that the first lessons are ever the most important and enduring. He who rough hews the marble for some great statue, must be guided by no mean or narrow views, or the finishing artist can produce no rounded beauty of figure or justness of proportion. A small and weak foundation can never sustain the massive superstructure of a temple whose walls and columns are to outlast the lapse of time. So the primary education should embrace in its ulterior aims the widest possible attainments of after years, and seek to lay the foundations of a scholarship of the highest and holiest cast.

"The child is father of the man;"

and whatever character be impressed upon the first movements of the child's mind will continue to mark with unvarying fidelity his whole future career.

The post then of the primary teacher is one of no mean power or responsibility. It is his, in a large degree, to determine whether his pupils shall be noted in after life for intelligence or ignorance, for thoroughness and accuracy or superficiality, as original thinkers, or as mere retailers of other men's opinions. Could a primary school be placed for a series of years under such

an instructor as Horace Mann or Doctor Nott, who would not look for splendid results? Dull indeed would we pronouce the mind which, under such tuition, did not tower up into eminence both in scholarship and virtue. Ignorance and imbecility of mind are oftener the results of defective teaching than of defective talent. The springing activities of childish thought, the endless questionings of childish inquisitiveness—how might these be trained into habits of investigation and powers of persistent reflection; but, alas! how often are they ruthlessly repressed by false teaching till the pupil, tired of books and study, dreads the very name of learning and longs to be released from school forever.

In primary teaching the grand requisite is *thoroughness.* The difficulty of retaining the attention of childhood, without appealing to its love of novelty, often urges the teacher onward at the expense of all thoroughness. But here it will ever abide a certain truth, "the more haste the worse speed." The mind should be trained to habits of mastery over whatever subject it approaches. The attention may be gained by new examples and illustrations as easily as by new principles, and care should be taken not to propound any new principle till the previous one is so understood that the pupil can both state and illustrate it from his own thoughts. The progress in the outset will be slow and toilsome, but it will be sure and permanent.

"One thing at a time" is a maxim of the first importance to the primary teacher. Let one principle be mastered before another is begun; let the process become thoroughly practical before the next is introduced. Each step must be fairly and fully taken before the succeeding one can be safely attempted. Thus, in arithmetic, addition should be made as easy as counting before substraction is commenced, and the simple rules should be familiar and ready ere the compound ones are undertaken.

Finally, let the primary teacher magnify his office. His is no subordinate place in the ranks of teachers. On the faithful performance of his duties, the well being of his pupils depends, more than upon all the instruction of after years.

THE PREPARATORY COURSE.

The defective preparation for college in this country, is a subject of universal complaint; and we have seldom, if ever, conversed with classical teachers, engaged in the preparatory training, who have not been entirely dissatisfied both with the method pursued, and with its results, as shown in the attainments of the pupil. They almost invariably express such sentiments as these:. We prefer a thorough to an extensive course of preparation; we think

that quality should be regarded rather than quantity; the attainments of the candidate for college should be estimated, not by the amount he has "gone over," but by the knowledge of principles he has acquired; his attention should be directed to the language as an instrument, rather than to the author and his literary merits; for the author, as such, and the literature of a language can be studied to advantage, only when the mechanism of the language has been learned; we would, therefore, have our pupils read less, and study more; we would make the grammar the principal book, and the classic, for the present, a subsidiary means of illustrating the grammar; the writing of Greek and Latin should become a prominent, instead of a fugitive exercise, and the student should task his memory in recalling the vocabulary, and imitating the idioms, of that which he has already learned; rather than push forward continually into new matter, and allow himself no time for reviewing.

But though such opinions are generally entertained on this subject by practical teachers, the pupils under their charge are actually employed, during the greater portion of the time devoted to preparation, in a kind of mechanical translation, attended with very little study of the grammar, without those imitative exercises which tend to fix the vocabulary in the memory, and with more reference to *rapid* than to *careful* reading.

Now the responsibility of this evil, for that it is an evil, both in regard to the classical attainments, and the mental habits of the student, none will deny, cannot rest upon the professors of preparatory schools, who so unanimously condemn the present course of training, and who are themselves the immediate, if not the principal sufferers; it must be charged upon the collegiate faculties who prescribe this course, and who examine the candidates for admission hereupon. And we apprehend that there are two errors in the management of our faculties, which have led to this pernicious result: the first is the designation of a larger amount of reading than can be thoroughly and profitably accomplished in a reasonable period of preparation; the second is the disposition manifested in all our colleges, to admit students upon less than they Profess to require, and upon a defective preparation even in that portion of the preliminary course which they may have read.

Thus the teacher, bewildered between the actual facts, and the professions of the catalogue, and discouraged from the effort to give his pupils a thorough training, is reduced to the necessity of falling in with an influence beyond his control, and of submitting his better judgment to the powers that be. So much must be read, says the catalogue. "I must go to college at such a time," says the student, and I think they will "let me in," for they have admitted so and so. He is, therefore allowed to read against time, and directs all his

effort to the mere translation of the designated author, using the dictionary with great freedom, and the grammar scarcely at all; meditating but little upon the meaning of the text, and in short, to use a homely, but significant expression, "craming himself" for the expected examination. Such a process evidently can secure no command of the language, and the words thus learned can be remembered only in the particular connection in which they stand. At the examiniation for admission he limps through the passages which happen to be opened to him, is forgiven all his sins of omission and commission, or is "conditioned" *on that which he has not had time to read* and takes his place in the college class. Who is to blame for this state of things?

The terms of admission, published in the university catalogues should have at least as much reference to what *can* as to what *ought* to be done. They should take into consideration the actual state of classical education in this country. They should not blindly adopt a course originally intended for a preparation of *seven years* in an English or German school, and require it to be completed by the American student in a period, sometimes of three, but much more frequently of two years:—a period which the student is inclined to shorten still more under the encouragement annually given at the enterance examinations, by the colleges themselves. The faculties should maintain a reasonable medium between the present actual standard of preparation, and that which is attainable under the best advantages; and having fixed upon the terms, they can secure a good preparation only by *adhering to them.*

Above all the instructors who are initiating the student into his classical course, should be encouraged to feel that every exertion on their part to cultivate a spirit of criticism in those under their charge, and to make them correct, rather than rapid readers, will be warmly appreciated by the colleges into which their pupils are admitted, and that something shall be built upon the foundation laid by them, which shall at once test its excellence, and with it form a finished and symmetrical structure; that in short, the teachers in the colleges and the academies are engaged in one and the same work, in its different stages, and should heartily co-operate with each other.

We are happy to observe that some institutions have ventured to repudiate the venerable abuse which we have been dwelling upon, and to modify, to some extent, the preparatory course, so generally laid down in the catalogues, and which, particularly in the Latin department, we do not hesitate to pronounce absurd and impracticable. For instance, the whole of Virgil is required in some colleges, in others, the Æneid, in addition to Cæsar, Sallust, and Cicero, to say nothing of the primary books in Latin, and the exercises in composition; all in a preparation, which on the average, in this country, does not exceed two

years and a half. LeClerc very properly places the Æneid at the end of a complete course of Latin, including that of the University. It is certainly ridiculous to put the highest forms of epic poetry into the hands of youth, who have scarcely learned the rudiments of the language in which it is written. If poetry is read at all in the preparatory studies it should only be for a short time, at the end of the preparation, and then with constant attention to the prosody, and to the idiomatic differences between poetry and prose.

THE CLAIMS OF EDUCATION UPON CAPITAL.

"KNOWLEDGE IS POWER," was the comprehensive and the sententious expression of Lord Bacon, "*money is power*," is the practical language of this material age. Both expressions are undoubtedly true and may equally be considered as axioms. But the latter is as much dependent for its truth upon the former as is the moon upon the sun for the light which she sheds upon the earth.—True, the power of money in this age, is almost omnipotent. It builds cities, levels mountains, digs canals, lays rail roads, and sends its golden tide through all the avenues of commerce to the world's remotest limits. But this mighty power which money, which capital now wields, is all dependent for its exhibition upon the higher civilization, the broader and ampler knowledge which so illustrate and distinguish this age above all others which have gone before it. Go back a few hundred years in the world's history, and you may find a time when property was but a temporary convenience, a thing comparatively little thought of in the affairs of men. It is the mighty impetus and acceleration which *knowledge* has given it, which now makes monied capital an agency so powerful. Science in opening the avenues to the human mind, has opened also the physical channels of commercial intercourse, and the broad and liberal precepts of christianity, working hand in hand with knowledge, in disclosing the great doctrine of the common brotherhood of the human family, has enlarged the boundaries of that intercourse and given wing to the enterprise of man.

But while knowledge, while education has furnished to capital its motive power, and laid the foundation for its great influence in the world's affairs, it has hitherto utterly failed to receive that encouragement and assistance from it, which it has so eminently deserved. Extinguish the light of knowledge which shines so brightly on these shores, and cover our people with the intellectual darkness which prevailed even two centuries ago, and where, think you, would be all those great golden fabrics which capital has reared, and which are now such sources of wealth and power. Wall street itself, has never yet witnessed such

a *commercial crash*, such a *falling of stocks* as would follow such a catastrophe, were it possible. And yet, what are the great capitalists of this country doing to advance the cause of education, a cause to which they owe all their importance? What are the Merchant Princes, the money Kings of this country doing to scatter that knowledge broad cast over the land, from which they reap such a golden harvest? We speak of capitalists generally, of course, for there are some honorable exceptions to our strictures among them. But where you find one Lawrence or Girard, you will find a hundred Astors. The great majority of them do nothing for the cause of education and say nothing for it, nor indeed about it, unless it be to grumble about some little petty tax, which is levied upon their broad possessions, that the poor and friendless child may have opened to him the joys and consolations of knowledge. This is lamentable, but nevertheless true.

What then, are the claims of education upon capital? First, then, we say that education has a claim upon capital in return for that assistance, so necessary and indispensable, which it has rendered it in the past, and is rendering it now. But this is a claim founded simply in the duty of reciprocity. Education has other and higher claims than this. It has a claim upon capital founded in that obligation which is incumbent upon all men, everywhere to assist in advancing the great cause of human progress. Power is ever attended with responsibility. It matters not what may be the kind or degree of power, whether moral, political or pecuniary, whoever becomes its possessor, is clothed at once with a responsibility to God and his fellow man, for its just and faithful exercise—a responsibility which he should not lightly assume, and from which he may never escape. This is the law of Heaven, and is written equally in the pages of Divine inspiration, and in the hearts and consciences of men.—In this age, capital is a power second only to the power of the State; and the power of the State itself, can work only through the means it furnishes. Every great enterprise which is calculated to elevate and advance mankind, must, from the very nature of the case, rest in a large degree upon pecuniary capital.—Without this power, the most generous and enlarged conceptions and longings for the good of our race, would be turned into vain and empty desires, which would only taunt and torture us with the impossibility of their fulfillment.—Capital can alone give power and efficacy to human enterprise. Here then, at the outset, is a responsibility cast upon its directors and controlers of the very first magnitude. It follows then, if the cause of education, be a good cause—a cause calculated to make men wiser and better—and nobody doubts or disputes it—that it has an imperative and binding claim upon capital for the means necessary to enlarge the field of its operations, and scatter, to the widest possible

extent, its genial and reformatory influences. What other instrumentality is so calculated to elevate and bless mankind?

Again—in this country, education has a claim upon capital founded in the duty which every good citizen owes to the land of his birth. Under our Republican form of government, responsibility is cast at the door of every citizen, and he is made a part of the nationality—not merely as swelling the census returns, but as an active agent and participator in all its affairs. It is clearly then, his duty, as well as his privilege, to see to it, that so far as he is concerned, at least, wise counsels and enlightened policy shall direct and control the destines of his beloved country. We say that this responsibility is thrown upon every citizen, and so it is, but in different degrees according to his position and influence in society. Every man has his own distinct sphere of action and influence. The poor man may fulfill every requirement of patriotism by his voice and vote; but not so the rich man. He owes something more than that to the country which protects him in the enjoyment of his ample possessions. His property, under the high obligations of humanity and patriotism, is not his simply to minister to the gratification of his own selfish desires. His country has a claim upon it; and in no way can that claim be so well met, as in liberal donations to the cause of education. The only sure hope for the perpetuity of the free institutions of this country, is in the virtue and intelligence of its sons. The child of to-day is the man of to-morrow; and the generation which is now learning those lessons which are to shape its course in after life, will soon be called upon to assume the high responsibilities of men in this advancing age. How important then, that that generation should be trained and educated aright, that they may be prepared to meet such high and responsible duties.—It is the education of the masses that will alone give this nation that honest strength of purpose, and that wise and far-seeing policy, which will enable it successfully to outride the storms of State. This is a better and surer defence in times of peril and danger than armies and navies. Let the genial and elevating influence of education be felt far and wide among our people—let the nurseries of knowledge in our land be guarded with a religious care, and sustained by a liberal country, and the highest wish of the patriot's heart may be realized in a national career, unchanged by vicissitude and unchequered by crime.

UNIVERSAL EDUCATION.—Universal Education! grand, inspiring idea. And shall there come a time, when the delver in the mine and the rice-swamp, the orphans of the prodigal and the felon, the very offspring of shame, shall be truly, systematically educated? Glorious consummation! morning twilight of the millennium! Who will not joyfully labor, and court sacrifices, and suffer reproach, if he may hasten, by even so much as a day, its blessed coming? Who will not take courage from a contemplation of what the last century has seen accomplished; if not in absolute results, yet in preparing the approaches, in removing impediments, in correcting and expanding the popular comprehension of the work to be done and the feasibility of doing it?—*Horace Greeley.*

ENGLISH GRAMMAR.

Read before the Northern Indiana and Southern Michigan Teachers' Institute.
Written by H. V. WARREN, Ontario, Indiana.

THE remarks and suggestions of this essay have reference particularly to *Common Schools just as we find them.* To Common Schools composed of pupils whose period of education is short, whose minds are immature, and whose teachers are often sadly deficient in a knowledge of grammar.

2. It seems evident to the writer that a system of grammar adapted to an Academy or High School, whose pupils receive a thorough English education from a skilful teacher, would not be as well adapted to the Common School, where the untoward circumstances exist which have been mentioned, and where teachers seldom remain long enough in the occupation to acquire *skill.*

From the nature of the case a common school education must have reference to utility rather than development in those studies which are pursued to a limited extent. Grammar is one of those studies; and as it cannot be pursued as an intellectual study to any great extent, it should be made practical and useful,—and it can be.

It is the opinion of many learned and thinking men that the text books on grammar in general use, contain much that tends only to perplex the learner. Long verbose rules, interminable exceptions and examples task the memory to the utmost and bewilder the understanding, All this is a stumbling block in way of the great mass of learners.

But it need not be so. The rules actually necessary for guidance to proper speaking and writing are few and simple, and if properly arranged and presented grammar in our schools would loose its mystic terrors. Teachers would be more familiar with what they attempt to teach, and pupils would discover a real utility even in grammar.

We need a text book that shall embody nothing but what will be of real practical use to the common school pupil. It should aim to teach what so many have failed to do,—viz: To speak and write the English language correctly.

Many of the books which we have, contain excellencies, being well adapted to give a *mature* mind an idea of the principles of grammar as a science; but the situation of our Common Schools, already referred to, precludes the hope that any other than the ordinary results can be obtained from their use, though skilful teachers may use them with success.

We need a book adapted to the *brief period* which the pupil spends at

school after he has arrived at a sufficient degree of attainment to take up the study and practice of grammar with profit; a book that shall combine utility, economy and perspicuity.

Grammar should be practised in school as an art. What is more reasonable than that an apprentice should practice the art he would learn? Let the teacher take a lesson from the mechanic. It is not by dissecting the work of others that he learns his "trade," yet this is the process by which vain attempts have been made to teach correct speaking and writing!

This process may teach whether others have done so or not; but to *do* it,—never. *

Every lesson in grammar should be a lesson in English composition—from first to last.

Then grammar would not be an unmeaning word. It would have a reality, its rules might be fastened upon the mind and not evaporate like the mists of a summer morning.

Each rule and principle of grammar should be brought to bear upon the spoken language of the class. This is a point too often neglected.

All incorrect speaking, hesitating, repeating, mispronouncing and stammering should be discountenanced; while all that is implied by "correct speaking" should be studiously practised and insisted on. By this method it will be seen that grammar is a practical affair and highly useful in the daily intercourse of life. "A word fitly spoken, how good it is," yet how many there are, who have availed themselves of the advantages of our schools—and grammar among the rest—and are still unable even, in the common conversation of every day life, to express themselves with accuracy or propriety.

By this process the refining and elevating influences always attendant upon a correct use of language, might be brought to bear upon the common walks of life, and we might hope to see good results from the study of language. Many vulgarisms and "cant phrases" which so often offend the ear would be laid aside, for they are often used to supply a poverty of expression which timely practice of a better way would avoid.

It is my conviction that if many of those nice distinctions and unmeaning classifications which now swell the volume of our text books were laid aside, and all the rules and principles of grammar were faithfully applied to the language of the *school room*, a new interest would be felt in the study and good results would ensue.

(* And yet this was the process by which the art of shoemaking was learned by the early settlers.—*Ed. Journal.*)

EASY METHODS OF INSTRUCTION.

A PRIZE ESSAY.

BY MISS BETSEY L. ADAMS, OF ROCKVILLE.

PERHAPS I may be allowed to avail myself of the opportunity given by the Association, to present some methods of teaching the branches usually pursued in our common schools. These plans may not be new, but it is believed they will be found practical, as they are such as have commended themselves to the writer during a somewhat extended course of teaching, and with pupils whose ages have varied from three to twenty-one. No method will be proposed that does not aim at thoroughness; and as "there is no royal road to learning," every useful method, like every thing else that is valuable, will require a certain amount of labor. But it is believed, that to teach a thing thoroughly at first, will, in the end, prove the easiest way.

To commence with Reading. Some have endeavored to shorten the process of teaching children to read, by beginning with words instead of letters. This is thought to be *almost* as absurd as to attempt to teach Arithmetic by presenting combinations of numbers at first, instead of single figures. Not that every letter must be learned before words are formed. The little one, unless remarkably tractable, wearies of the A B C before the twenty-six are learned. Therefore as soon as two letters have become familiar, they may be formed into a word, and this process continued till the whole alphabet is mastered.

Others would teach the elementary sounds of the letters, before, or in connection with, the names. All these sounds must become familiar, if we would make good readers, and there is scarcely any danger that they will be practised too frequently. But the child must be taught one thing at a time. If he attempts to learn the name and the sound at once, he will be in danger of confounding them; and it is believed nothing is lost by leaving the elementary sounds of the letters, till his powers of discrimination have become more fully developed. This method might be more fully discussed, but it would be tedious, and perhaps unprofitable.

In this connection I would insist that words should not be pronounced for scholars. Exceptions there may be, but this should be the rule. The scholar should be led on by gradual steps, and required to spell out every word he cannot readily pronounce. This will teach him to depend upon himself, and will apply to other branches. Even a scholar who is somewhat advanced, should be taught to consider it no disgrace, to pause, as he meets an unfamiliar word, and apply all his knowledge of the laws of pronunciation to the stranger. This is the way to become *ready* readers.

In regard to expression, much must be left unsaid. The natural utterance of joy, grief, &c. in the child is believed to be a safe example. Unnatural tones cannot be correct, natural ones must be so. The necessity of cultivating the imagination in connection with reading, is now supposed to be so generally understood and realized by all good teachers, that it is not necessary to dwell upon it.

Spelling should be practised in connection with reading. Do you ask whether it should be performed orally or by writing?—I answer, In both ways, though we think oral spelling should take the precedence with children. We know it

is said "We have no use for it in after life, therefore it should not be practised." It should be used as a means, not as an end. My principal reason for preferring that oral spelling should preponderate in childhood, is, that it is much the most rapid way. Many more words can be learned in the same time, than by stopping to print them, all. But writing the words should by no means be omitted, and with advanced scholars, this method may be pursued to the exclusion of the other.

Many methods of correcting a written spelling lesson have been proposed.—The following has been tried with success. A certain class of words is selected for a lesson, or series of lessons, for instance, the names of familiar objects, articles of dress, or furniture, names of persons, places, &c., the class occasionally dictating a lesson, being previously prepared, and each giving out a word. As the words are given out, each one writes them upon the blackboard or a slate. They are then spelled aloud, each word being pronounced correct or incorrect by the one who gave it. Each member of the class is provided with a slip of paper and pencil, and whenever a word in his list is pronounced to be incorrect, he copies it upon his paper. At the close of a week, these papers are passed to the teacher, and the words upon them are given out as a lesson. If any word is still misspelled, it is copied again, and will enter into the review of the next week. In this way every word must be learned.

Little children should not be confined to the columns of the spelling-book,—though far be it from us to call them "nonsense columns." A single word may be given them each day, aside from the regular lesson, to be spelled on the succeeding day, and if the words are wisely selected, a lively interest will be excited. These words the class may afterwards be allowed to give out from memory. One who has never tried this method, will be surprised to find how long a list of important words may thus be learned by a young class, they meanwhile, regarding it only as relaxation, or pastime.

If you would teach Arithmetic with success, observe these directions. Give practical examples, rather than abstract numbers. Render no assistance till it is absolutely necessary. Explain no difficulty till it has been met, and unsuccessfully grappled with by the learner. Meeting in a store with a little girl who had just commenced Arithmetic, she pointed to some pencils, saying she bought one of them yesterday. "How much do they cost? she was asked. She hesitated a moment, then replied, "I gave him a ten cent piece, and he gave me a three cent piece and one cent. This answer taught the necessity of combining the processes in proposing questions to children, and of making them practical. If you speak to a little class of having so many red, and so many yellow apples, when they leave their home, of a kind neighbor adding a certain number to their store, of eating one, of losing two, and giving one apiece to James, Charles, and Henry; how their eyes will brighten as they follow you, and with what confidence will they inform you how many they would still have. Then these last may, in their imaginations, be cut into halves or quarters, or each apple exchanged for a certain number of pears or peaches.

It is an excellent plan to give a separate question to each member of a class before any are solved, requiring each to retain his question in the mind till the solution is called for. When all are supplied with questions, require each one to state his example and perform it. This method makes a recitation interesting, and tends to strengthen the memory and produce clearness of ideas.

Allow children sometimes to propose questions to each other, and though, like one impulsive child, they may ask, "If a flock of geese were flying over, and a gunner should shoot nine of them, how many would be left?" this will only lead them to notice the conditions of a question more carefully.

Never fail to cultivate mental activity, by proposing questions at the close of the recitation, and allowing the one who first gives a correct answer, to go first from the class,—as is now so generally practised. Be sure to associate large numbers with small ones. If trained aright, a scholar may give the product of six multiplied by thirty, as soon as six times three. Require correctness, as well as rapidity. Allow no guessing. A long list of numbers may be written by the teacher upon the board, added by him at the time of writing them, and the answer retained. Scholars may then go in turn to the board, passing along as they add the numbers. If the board be of considerable length, it will afford amusement to see the active ones passing by their slower neighbors, and coming out first with their answers. These are carried to the teacher, who, after all have added, reads the answers aloud, naming those who have the true answer. This method affords relaxation, and cultivates rapidity and correctness of calculation.

A little lad is ciphering in Subtraction. Yesterday he found a difficulty in the lower number being larger than the one above it. He was shown how he could take one of those tens and change it to units, just as a ten-dollar bill can be changed for ones. To-day he comes again to the teacher with the question, "How can I abstract these numbers?" Just glancing at the slate, the teacher replies, "Borrow one from the column of tens." O, but I cannot now," he replies, "there are none there." On examination, the upper number is found to be ten thousand. Now the process of changing the ten thousand to thousands, one of the thousands to hundreds, and so on, must be fully explained, and you may be sure that the eye will light up as the subject unfolds itself, and subtraction, in any form, is from that time perfectly clear to his mind. This difficulty might have been anticipated by the teacher, and explained beforehand, but think you it would have been as readily seized upon, and as long remembered?

It was formerly the opinion of Geographers, that the pupil should commence the study with his own location, and gradually enlarge the sphere of his observation. But we believe the prevailing opinion at present, is, that a general survey of the whole earth should first be taken, and particulars learned afterwards. We leave this question. Let every one be fully persuaded in his own mind as to the true method. A Globe should be used in giving children their first lessons in Geography. As they advance, Outline Maps are exceedingly important, almost indispensable. Take a class who have been studying the historical part of the Geography, and give them a Map lesson, allowing them to study it from Outline Maps, with pointers in their hands, and their recitation will evince the increased interest of the class, if it has not already shown itself in their manner of studying. The names of all towns in the State may soon be learned, with the situation of most of them, by allowing one to point them out, while a class or the whole school recite them in concert. In the absence of Outline Maps, their want should be supplied by having maps drawn upon the blackboard, and making the same use of them as of others.

Never allow a class to learn the direction of rivers, situation of important towns, &c., till they are familiar with the mountain ranges. Let them fix their

attention upon these, and then determine what must, of necessity, be the course of the rivers; then an examination of the facts will be full of interest.

Do not confine a class in Geography for any length of time to the text-book, to the exclusion of the map. Much time is lost in this manner, and a distaste for the study contracted. A careful reading of the surface, climate, soil and productions, except with small children, will generally be sufficient, if care is taken by the teacher to require them to compare states and countries, classing together such as are alike. For instance. Why allow scholars to spend portions of several successive days, in learning the soil, productions, &c., of as many of the Southern States bordering upon the Atlantic Ocean, when at a single recitation, and in connection with a lesson upon the map, they may be made familiar with all that section of country? And it will not be difficult to determine which will be the most easily remembered, associated or isolated facts. Again, suppose the subject of the lesson to be the islands off the east coast of Asia. If you would make the lesson both interesting and profitable, speak to them of the importance of the empire of Japan at the present time, of the scenery as a vessel approaches the harbor, of their habits of non-intercourse, of the personal appearance of the people, drawing vivid pictures to the imagination, of the painted faces, half-clad feet, enormous sleeves, girdles, fans, &c., and you will probably find, at the next recitation, that none of these facts have been forgotten; perchance they may have added much to their store from other sources.

In commencing the study of Grammar, an interest is best maintained by requiring copious written examples. These may, at first, consist only of the parts of speech; but they will soon be taking their first lessons in Composition, though probably without being aware that they are pursuing a study that is so generally distasteful to the young. Do not enlighten them upon the subject at present. As they advance, repeat to them (it would lose half its interest if read, instead of repeated,) some interesting anecdote with a good moral, and require them to write it from recollection, and present it at the next recitation. As soon as they can parse a few words, give them a sentence or phrase upon the blackboard, to be parsed on the succeeding day. This method may be continued till they are able to parse from a text-book. If this course is pursued, we are confident that there will be no lack of interest among boys or girls, and no need of resorting to various methods, such as choosing sides, to excite emulation, as they will study from the love of it, which is far the better motive.

A word upon Writing, and I have done. Some would not have children learn to write before they are ten or twelve years of age. Much is lost by this delay, and it is doubted whether anything is gained. We have seen children who commenced writing before they were eight years of age, and who, before they were ten, could write a page of which a young lady of eighteen need not be ashamed. And has not such a child a decided advantage in learning spelling, composition, &c., over one who never handles a pen till twelve years of age?—Sometimes a child becomes so much interested in writing, as to be reluctant to leave it at the given time. If possible, take advantage of such stimulus, taking care that the energies be not too much exhausted. It will be found that more improvement may be made in one hour at such times, than in many hours when the task is reluctantly performed.

If more has here been said of thoroughness and correctness, than of ease in

methods of instruction, it is because it is believed that no method will in the end prove easy, that does not combine these two essential requisites.

HAVE PARENTS A RIGHT TO IT?

The following thoughts are so just and timely, that we gladly give them to our readers. As a teacher, we have long urged the gross injustice of irregular attendance. Will it ever cease? But few parents know how great the injury they do their own children or their neighbors, by permitting them to be tardy or irregular in their school goings. Our schools would gain 25 per cent in success, by the removal of this disorder.—*Ed. Journal.*

A right to do what? the reader may ask. To send their children to school irregularly. Let us examine a moment.

When a number of men unite for the transaction of any business, no member of the firm has a right to do anything which will work to the injury of his copartners. The truth of this proposition is so evident, that it requires no agument to sustain it.

The public school is a species of copartnership entered into by all the householders of a community, the object sought being the education of their children. All will at once admit, that no member of the community has a right to do the least thing which shall serve to defeat the object for which the school was established, but rather, it is the duty of each to do all that he consistently can, to promote its usefulness. How is it with the parent who sends his children irregularly? Let us illustrate by presenting a sample of every day occurrence.

I have a boy and two girls, whom I send to school regularly except in cases of sickness. They are desirous of learning, are pleased to attend school, yet become frequently vexed and discouraged. Why vexed and discouraged? They are arranged in classes, more or less members of which, are absent from recitation almost every day. Although *they* may be prepared to proceed onward to-day, the whole class is detained while the delinquents of yesterday are brought up, so that all may move forward together. This annoys and depresses them, as they see it extends the time of their promotion, indefinitely.

I clothe and feed my children, and deprive their mother of their needed services at home for the purpose of educating them as well as I am able: and I submit whether my neighbor has a *right* to detain his children from school and thereby prevent me from receiving that return for my expenditures and sacrifices, to which I am justly entitled. To me it appears evident, he has no such right. With me he has entered into the general copartnership for the education of our children, and he may not, either by act of commission or omission, do aught which shall defeat or retard the accomplishment of our object so long as our interests are united, he cannot as an honest man and a christian, detain his children from school, to the injury of mine, without incurring blame.

My children inform me, that scarcely a day passes in school in which their

teacher does not urge upon the pupils the necessity or justice of prompt and regular attendance. It is to be hoped our citizens will take the subject into serious consideration; if they do so, we may rest assured our school will become more efficient and useful than it ever has been.—*Correspondent of the Perrysburg Journal.*

EDUCATION.

THE following extract on Education is from the French of Professor J. B. Angeliz, late of the Academy of Paris, and a converted Catholic, who has recently become a resident of this country. It is one of the most beautiful articles we have ever read:

"Education should follow Nature and aid it. How does Nature proceed? It acts slowly, and developes itself moderately in the different periods of the child's age. Nothing forced; nothing violent; nothing precipitant. Thus ought Education to be.

"The soul of the child is not an empty vase, which receives passively what is destined to fill it. It contains a fruitful germ, proper to be developed. It has in itself a force and energy to assimilate to itself the principles which come from without. It is by the exercise of the natural faculties that they develop their highest degree of perfection.

"The mother commences the development. The father and the teacher continue it. Social education finishes it.

"Physical nature reaches this end slowly but surely. It is not always so with the education of the child. Deplorable causes sometimes interrupt it. But Education has, over Nature, this advantage: that man is submitted to its influence at nearly every period of his life, when physical nature has finished its work upon the body at perhaps twenty years of age.

"But one capital point should never be lost sight of. It is this: If a young man has been badly raised, he will not resist, after he has reached the age of a man, the trials of life. If his first education has not solidly formed his character, settled his heart, enlightened his spirit, and his conscience, like furious tempests, these trials will overwhelm him."

IF all the means of education which are scattered over the world, and if all the philosophers and teachers of ancient and modern times, were to be collected together and made to bring their combined efforts to bear upon an individual, all they could do would be to afford the *opportunities* of improvement. They could not give him a single valuable thought independently of his own exertion. All that could be accomplished must still be done within the little compass of his own mind; and they could not approach this by a hair's breadth nearer than access was made for them by his own co-operation. Nothing short of a miracle can teach a man anything independently of this. All that he learns is affected by self-discipline, and self-discipline is the mind's own work. We are, under God, intellectually, the makers of ourselves.—*Selected.*

THE TEACHER.—Not the warrior, then, nor the statesman, nor yet the master-worker, as such, but the teacher, in our day leads the vanguard of humanity; whether in the seminary or by the wayside, by uttered word or printed page. Our true king is not he who best directs the siege, or sets his squadrons in the field or heads the charge; but he who can and will instruct and enlighten his fellows, so that at least some few of the generation of which he is a member, shall be wiser, purer, nobler, for his living among them, and prepare to carry forward the work, of which he was a humble instrument, to its far grander and loftier consummation.

Far above the conqueror of kingdoms, the destroyer of hosts by the sword and the bayonet, is he whose tearless victories redden no river and whiten no plain, but who leads the understanding a willing captive, and builds his empire, not of the wrenched and bleeding fragments of subjugated nations, but on the realms of which he has discovered, and planted, and peopled with beneficent activity and enduring joy.—*Horace Greeley.*

SLEEP OF PLANTS IN THE ARTIC REGIONS. — Mr. Seemann, the naturalist of Kellett's Artic expedition, states a curious fact respecting the condition of the vegetable world during the long day of the Artic summer. Although the sun never sets while it lasts, plants make no mistake about the time when, if it be not night, it ought to be, but regularly as the evening hours approach, and when a midnight sun is several degrees above the horizon, droop their leaves and sleep, even as they do at sunset in more favored climes. "If man," observed Mr. Seemann, "should ever reach the pole, and be undecided which way to turn when his compass has become sluggish, his time-piece out of order, the plants which he may happen to meet will show him the way; their sleeping leaves tell him that midnight is at hand, and that at that time the sun is standing in the north."—*American Annual of Scientific Discovery.*

MASSACHUSETTS TRUANT LAW.—By a law of Massachusetts, the authorities of towns and cities are empowered to arrest and punish all boys who absent themselves from school and spend their time in idleness about the streets or elsewhere. The law works well, and wherever it has been executed the results are beneficial to truant boys and to society. Boston is divided into three districts under this law, and an officer is appointed in each to look after vagrant children. In September and October three officers arrested 625 truant children, who were dealt with according to their deserts by the courts. Confirmed truants, of whom there were 191, were sent to the House of Reformation, Schools of Reform, or Farm Schools; others to the Charity Schools, and to the Almshouse. The majority of the young offenders were induced to attend school punctually. The decrease of crime among the juvenile population, it is believed, will be one of the excellent results of this system.

AN ASTONISHING YOUTH.—A colored boy named William Marcey, is in Cincinnati, whose extraordinary mathematical powers have greatly astonished all who have witnessed his demonstrations. He will add up colums of figures of any length, divide any given sum, multiply millions by thousands within *five minutes* from the time the figures are given him, and with such exactness as to render it truly wonderful. The boy is not quite seventeen years of age; he cannot read nor write, and in every other branch of English education is entirely deficient.

SOLILOQUY OF A NEWLY FLEDGED SUB-EDITOR.

It is at length decided. I am voted an author. I who can hardly look a score of my fellow men in the face, without betraying an unmanly trepidation—whose knees on sundry public occasions, have played Belshazzar much to my personal discomfort, if not to the merriment of the lookers on. *I* whose feeble voice and stammering tongue, debar me the luxury of moving congregated multitudes at my will. *I* am to be an oracle. I am to be *read*, not *heard*.

Here I can sit with none to make me afraid, (and with but two or three to molest me,) and at my leisure watch the words of wisdom flowing from my pen, with the assurance that they will be *printed* and *read*, thus reaching, not *scores*, but *hundreds*, perhaps *thousands*.

Oh what a privilege to be an editor! A *book maker*, I might have been long since, but the luxury of being *read*; that is the thing. Whole shelves, in every library, are groaning beneath the weight of unread volumes. But the Monthly Journal, with its thousands of paying subscribers, is manufactured and purchased with no other end in view than to be immediately read. And then the *editorials*; how eagerly are they sought for; how rapidly devoured; how thoroughly digested? And why not? Do they not contain the latest intelligence—the wisest counsels—the choicest thoughts—the most convincing logic, the most impressive rhetoric —the sum of all wisdom? Who is sufficient for these things? *I* am, of course. Has it not been so decided.

An editor! How enrapturing the thought! Thousands of eyes will eagerly search for my latest recorded sayings. All other disciples of the goose quill, respectfully step three paces back, when I wheel into the ranks. All minor lights will fade gently away, when the great central luminary pours forth his unclouded effulgence.

But let me see—I am at the foot of the ladder editorial, just beginning to climb. Greeley is at the top. My motto shall be "excelsior." Onward, brother, or I will soon be above you, and pull the ladder up after me. How would you like, one of these days, to read the biography of a brother editor. By the way, Do editors ever have the *blues*?

X.

INSPECTION OF TEACHERS.

A preceding article was devoted to the moral qualification of teachers. It seems a needful remark to add that an examination of a teacher, out of the school room, can scarcely be considered decisive as to his qualifications on this

point. Many circumstances may operate to embarrass the candidate and mislead the examiners on such an examination, and hence it sometimes happens that the teacher who has but poorly passed his examination, has far surpassed in the school room, his more fluent fellows, whose glibness in the examination won the admiration of the inspectors. A certificate ought to receive its final signature, only after a close and satisfactory inspection of the teacher in the midst of his school, and of his school itself. It is here especially, that his moral fitness for his station must be learned. He whose moral influence does not banish open profanity and obscenity from the play ground, and preserve the benches and buildings from the disgraceful gravings and scribblings which pollute so many school premises, and furnish durable text books of vice and vulgarity to successive generations of young minds, should scarcely be continued longer in the school room. The charge of inefficiency or neglect lies strongly against him.

II. The literary qualifications of a good teacher may be divided into his knowledge of the branches to be taught, and his general learning. It is to the first of these that examinations ordinarily extend. And even here, the examination is often shamefully slight and insufficient. The absurd and pernicious doctrine is still held, that to teach a backward school, requires only a mere rudimentary knowledge of the things to be be taught; and secondly, inspectors themselves, through long inattention to text books, are often incompetent to give more than a mere nominal examination on the topics before them.

Let it be settled, then, that no one can teach successfully, who has not a thorough and comprehensive knowledge of the science to be taught, or at least of that part of it which he is to teach. He must know it not merely as it lies, marked out in "lessons" in some familiar text book, but he must have grasped its great outlines as it lies in the nature of things; he needs to know, for example, not merely the rules and definitions of some grammar book, but grammar itself, comprehending the great laws of language, and its relations to human thoughts and ideas. He should know geography not in its details merely, as embracing a mass of isolated facts, but in its great outlines, comprising in a beautiful science the whole phenomena, physical and political, of man's great home. So of all other studies, he should know them not by parts but as a whole, as a science and not as mere facts. It is sufficient for the guide who is to lead us through the wilderness, to some place beyond it, to know the land marks of the shortest and easiest path, but the general who plans the conquest of a land, must take its entire extent and resources within the field of his view.—Human science is not a wilderness through which the pupil needs a guide; it is a broad and beautiful domain which he is invited to conquer and make it all

his own. The teacher should therefore be, not a guide to select easy paths, but a leader and friend to direct and inspirit for noble conquests, and his examination should embrace not merely his knowledge of details, but his comprehension of outlines and general principles.

Instead therefore, of the particular questions and replies, which usually make up an examination, let the candidate for the teacher's chair be requested to state briefly but clearly, what he knows of each study he is to teach; its limits, its relations to other sciences, its principles, and lastly, its details. It needs no great scholastic learning to conduct an examination in this way. The teacher who fails to explain his subject clearly to men of mature minds, and good common sense, can scarcely be expected to succeed with little children. A few questions, such as common sense alone may easily dictate, may be asked, in the progress of this statement, in regard to the reasons for certain phenomena, or the relations of certain truths, and their answers will reveal infallibly to the inspectors, however little they may know of the general topic, whether the candidate really and thoroughly understands the sciences he proposes to teach.

If it be objected that this is too severe an ordeal, that but few of our common school teachers could safely pass it, that if such thorough and comprehensive knowledge of the branches to be taught should be insisted on, many of our schools must go without teachers; we reply that our elevation of the standard of inspection will speedily and surely work a corresponding elevation in the preparations of teachers, that no lower standard should be tolerated, and that poor schools are a positive pest. The child may not only fail to be taught, but it may even be stunted, and injured in intellect, under the hands of an incompetent instructor. We venture the assertion in sadness, that *more minds have been ruined in the school room than have been well educated.*

The teacher, too, may well be required to know something beyond what he is expected to teach, not only because every study has its connections with other studies, as arithmetic with algebra, grammar with rhetoric, and geography with geology, &c., but because the general learning of the teacher will strongly influence his pupils. If the spirit of liberal learning and generous culture is to pervade the school room, the teacher must illustrate it in his own person. He must serve with no hireling mein or groveling views at the altars of science, if he would have his pupils devout worshipers there. No teacher will teach with the highest success, who does not know much more than he teaches. Let the candidate be questioned, at least in reference to the general laws of nature, the main principles of philosophy, the faculties of the human mind, and the history of his race. These, are at least, essential in the proper instruction of the lowest of our schools.

HAVE WE A STATE RELIGION?

Did not our Pilgrim Fathers avow their great object to be a religious one?—that of founding a Christian State? Their fasts and thanksgivings:—were they not appointed by state authority? Was not the aid of religion invoked by the Continental Congress, in "the times that tried men's souls?" And did not the signers of the Declaration of Independence, in their official capacity, solemnly appeal to the great Head of the Christian Church? Did not prayer ascend in that body to the God of Battles? And when victory was won, to *whom* was thanksgiving offered at the bidding of the national government?

In our Federal Constitution, the prescribed oath of office at least recognizes, and honors, with the deepest reverence, the God of the Bible; Ministers of the Christian Religion alone are appointed to the chaplaincy in our Army and Navy, in our Military Academy, and in Congress. Does not our national government at least *patronize* Christianity?

Look too, at our national fasts appointed by successive Presidents, in view of unusual national calamities, and at the customary reference to the Supreme Ruler, in the annual messages of our chief magistrates. Is not a national religion here recognized by the highest? Our State Governments too:—on what principle do they punish blasphemy, and the desecration of the Sabbath, or administer oaths, or appoint annual thanksgivings, if it is contrary to the genius of our institutions to allow any connection between church and state?

Other religions have their devotees among us. Confucius, Manitou, and perhaps Jupiter, have their followers. Do these several deities receive their due proportion of honor from the powers that be? If not, allow me to suggest that both our national and state governments *patronize* Christianity. Is not this the tyranny of the majority over the minority? No man, be he Jew, Mohammedan, or Pagan, may trifle with the sacred names or sacred days of the Christian's Religion. Is any other system of belief thus protected?

What is this State Religion? Not Presbyterianism, nor Methodism, nor Protestantism even. It is Christianity. One of the prominent founders of our nation was a papist:—and a papist has read mass in our national congress.—All religions are *free*;—Christianity is *patronized:* a *free* Christianity, with an *open Bible*, invite the fullest *investigation*.

Our State Legislature daily invokes the blessing of the Christian's God, upon its deliberations, and instructs its servants to whom are intrusted the management of its higher institutions of leaning,—its university and normal school,—to lead the thoughts of their pupils to the same source of moral and mental illumination, in acts of daily worship. And this is consistent with the

uniform course of both our national and our state governments, in all similar matters. Is it *inconsistent* for governments to authorize a similar act of worship in the public school,—the people's university?

N. I. M. S.

N. I. & S. M. TEACHERS' INSTITUTE.

The annual meeting of this Institute convened at Coldwater, Wednesday evening, Dec. 27th. The meeting was called to order by Prof. J. Chandler, Vice President, who nominated Hon. Judge Goodwin of Coldwater, as chairman, and C. E. Crane, of Hudson, and Secretary pro tem. After prayer by the Rev. Mr. Goodwin, the lecturer for the evening, J. M. Gregory of Detroit, was introduced, and proceeded to address an attentive audience, on the subject of "American Education."

Tueday.—The morning was devoted to a discussion of Education and Geography, and the best methods of teaching them. Though but few were present, the exercises were interesting, because free and social. The afternoon was occupied in debating the necessity of institutes throughout the State, and the propriety of asking legislative aid for the same. A resolution was unanimously passed embodying the freely expressed conviction of both teachers and others present, that a teacher should be subjected to no loss of wages for the time spent in attending Institutes, held in and for the territory in which he is teaching. It is hoped that this may become the law of the land; for such meetings will as largely benefit the schools as the teacher, and he meets his full share of the expense, in paying traveling expenses, and board bills while at the Institute.

In the evening, Prof. Haven, the lecturer for the occasion, having failed to reach Coldwater, Mr. Gregory introduced the following resolutions, which after a thorough and animated discussion by Mr. Gilbert, editor of the Coldwater Sentinel, Rev. Mr. Goodman, Prof. Thompson, Hon. Mr. Wilson, state senator, and by the mover and others, were adopted, viz: "*Whereas* the home influence is the earliest and latest, the most powerful and most enduring, to which childhood is subjected, and

Whereas, The parent is the natural guide as well as guardian, of his children, therefore,

Resolved, That the Home Circle is the great school room, and all other teachers are but the parent's assistants.

Resolved, That the intelligent, active, and continuous co-operation of the parent with the teacher, is essential to the highest and best interests of the pupil and the school.

Friday.—The committee on nominations reported the following candidates who were thereupon elected officers of the Institute for the ensuing year.

President—Prof. J. Chandler, Coldwater.

Vice Presidents— ——Foster, Mishawaka; Prof. Dunlap, Jonesville; —— Brown, Orland; Jas. Foster, Warsaw; Miss Chandler, Laporte; A. Z. Drake, Sturgis; Prof. R. Patch, Ontario; — Surbeck, South Bend; H. B. Persling, Plymouth; A. Z. Pierce, Valparaiso.

Recording Secretary.—C. E. Crane, Hudson.

Corresponding Secretary.—R. Patch, Ontario.

Executive Committee.—J. Chandler, R. Patch, D. Witter, South Bend; Prof. Whipple, Hillsdale.

The following resolutions were introduced by the members from Indiana, and passed, viz:

Resolved, That this Association appoint a committee of three to prepare immediately, a memorial to the Legislature of Indiana. recommending the creation of the office of District Superintendent, and making it part of the duty of such officers, to organize, annually, in different parts of thir respective districts, Teacher's Institutes, and superintend the same.

Resolved, That we appoint Hon. Jas. S. Frazer, and Geo. C. Merrifield, of Warsaw, our special agents, to present such memorial to the Legislature in behalf of this Association.

The committee on resolutions reported the following, which were adopted:

1. *Resolved*, That as the constitution of Michigan forbids the granting of any special charters, excepting for municipal purposes, therefore, this Association respectfully request the Legislature to pass a general law, under which colleges and other educational or literary Institutions and Associations may be organized.

2. *Resolved*, That this Association respectfully solicit the Legislature to place at the disposal of the State Superintendent of Public Instruction, such appropriations from the general funds of the State, as may be necessary to provide for the holding of a series of Teacher's Institutes at convenient points throughout the State.

3. *Resolved*, That our public school law should be so modified as to allow teachers to attend Teacher's Institutes, held for the districts within which they are employed, without forfeiting their wages for the time spent at such Institutes; and also to provide for the granting of different grades of certificates to teachers.

4. *Resolved*, That this Association do hereby formally adopt the Michigan Journal of Education as our organ, and pledge to it our support, that we recommend to all our members to subscribe for it themselves, and act as its voluntary agents in their various districts.

5. *Resolved*, That we unite with the Michigan State Teacher's Association, in praying the State Legislature to place the Journal of Education, at public expense, in all the District School Libraries in the State.

Prof. R. Patch of Ontario, was then appointed corresponding editor of the Michigan Journal of Education in behalf of this Association.

Resolutions of thanks to the N. I. & M. S. Railroad Company, for their courtesy in granting half fare tickets, during the past year, to the teachers who are members of this Association, and to the citizens of Coldwater, for their hospitality on the present occasion, were unanimously voted.

Messrs. Gregory, Whipple, and Chandler, were appointed committee to present resolutions to the Legislature of Michigan, with appropriate memorial.

Friday evening, an address was made before the Institute, by Prof. Wilson of Cincinnati, on the subject of "Punishment."

The Institute then adjourned to meet at Hillsdale, in August next; Prof. Patch having been chosen to deliver the opening address.

KENT CO. TEACHERS' ASSOCIATION.—At a convention of the Teachers and friends of Education in Kent Co. held at Grand Rapids the 25th and 26th ult, a county educational society, with the above title, was organized, Rev. James Ballard being elected President, Messrs E. W. Cheesebro and M. S. Littefield the principals of the two Union Schools in the city, corresponding and recording secretaries. Vice Presidents were elected for each township, and a spirit of intelligent zeal pervaded the meetings that promises well for the future progress of the cause through that section of the state.

A goodly number of teachers were in attendance, though the stern old winter king was shaking his white locks, with a freezing frown upon us the while. The discussions were earnest and practical and the teachers who were present showed, to our mind, a fitting and noble appreciation of their high calling and work. We might name many whose spirit and bearing impressed us with feelings of deep regard. They will do their duty. Various committees were appointed to report at a future meeting.

CALHOUN CO. TEACHERS' ASSOCIATION.—This association organized at Battle Creek the 2nd inst. H. A Pierce of Marshall was elected President, and E. C. Hinsdell, of Battle Creek, Corresponding Secretary.

The prevalence of a heavy snow storm prevented a large attendance, but the meeting did not lack in interest. We were forcibly reminded of the remark made by a friend who has had much experience in such matters, that "*a teachers' meeting cannot be a failure.*" Some twenty or more teachers were present, besides parents, pupils and others. A school choir, of young gentlemen and ladies belonging to the union school, gave much life the meetings with their fine school songs.

Calhoun Co. has two of the finest and most successful union schools in the state, and these with the flourishing ladies' college and seminary at Albion, give this county a leading position in educational affairs. The educational men of the county owe it to themselves and to the cause at large to make Calhoun a pioneer in the grand work of elevating the common school, and introducing the glorious, millennial reign of Universal Education.

LIVINGSTON CO. TEACHERS' ASSOCIATION.—A pleasant gathering of Teachers convened at Howell the 8th and 9th inst. and proceeded to form themselves into the Livingston County Teachers' Association.

Livingston has some earnest and practical teachers and friends of her common school interest, and the discussions showed the prevalence of sound views, and true public spirit. Rev. E. E. Gregory was elected President, Mr. L. C. York, principal of a flourishing private Academy, corresponding secretary, and Mr J. S. Huston, Principal of the Howell Union School, Rec. Secretary. Mr. Chandler, who served as chairman, Mr. Burt, a tried and judicious friend of education, Rev. Mr. McBride and Hon. Mr. Whipple contributed not a little to the interest of the meeting. Livingston will not be found wanting to the educational interests of her children, with such men in her midst.

ST. JOSEPH'S CO. TEACHERS' ASSOCIATION.—A letter from A. H. Wilkinson, Secretary, announces the organization of this Association, at Centerville, the 13th of January ultimo.

Another meeting is proposed to be held in a few weeks.

Youths' Department.

UNCLE JOHN'S LETTERS—No. 2.

TO THE PEOPLE IN THE SCHOOL HOUSES.

My Dear Boys and Girls,

A little boy away in New York state, asks if I am everybodys' Uncle. No Frank, but Uncle John loves all the good children who study bravely, almost as well as if he were *their* own Uncle, and is as willing to help them on in their studies as if they were all his own nephews or neices.

School boys and girls often talk and think of what they will be and do when they shall get grown up. George wishes to be a farmer, and keep a span of fat horses. Robert talks of being a merchant, and having a large store. James hurrahs for the soldiers, and dreams of swords, and red coats, and feathers; while Henry hopes to become a lawyer, and make speeches. Now, boys, I object to all this, because, in the first place, it is foolish;—it is like choosing beforehand the house you will live in, when you shall reach a distant city to which you are on the way, but which you never saw;—or selecting, now in childhood, the clothes you will wear when you are grown men. The merchant's house may not suit you to live in, and the soldier's or lawyer's coat may be out of fashion, or fail to fit you. You cannot tell how tall or short your mind may be any more than you can tell the future size of your body, Nor can you tell what you will like when you are grown up. I knew a boy who begged for many years to become a sailor, but his first voyage convinced him that he had been all mistaken in regard to to the pleasures of a sailor's life.

But I have a better reason why you should not choose to be a farmer, a merchant, a soldier, a lawyer, &c. I wish you to become something nobler, and braver, and richer, and better, than all these. I wish you to be true and noble scholars,—good, and brave, and intelligent men. Then, whatever trade or profession you choose, you will be useful and happy. It does not matter half as much as boys think, what business they pursue in life, either in respect to happiness or honor. All trades and professions are equally noble, if they are honest and useful. You had better tie great blocks under your feet in order to seem tall, than to choose to be a merchant or a lawyer in order to look respectable. But perhaps I should have told you not to choose to be men at all. A boy choosing to be a man, looks very much like the frog in the fable, who chose to be an ox, and burst in the effort to swell up into sufficient size. You cannot be men till the time comes, however much you may choose. But you man choose to be good, studious, brave boys,—yes, and you may have your

choice. No body can prevent your becoming such boys or such girls. You can begin to-day, and if you only persevere, you will be sure to become good and gentle men and women, without stopping to choose it.

Now, my good boys and girls, when any one asks you what you are to be in future tell them you do not know; but you are striving to be good and faithful boys and girls now.

Your friend,

UNCLE JOHN.

ANIMALCULÆ.

Through the patient and persevering labors of distinguished naturalists, no less than *seven hundred and eighty-six* different species of animalcules have been distinctly recognized and delineated, and grouped into families and classes; distinguished from each other by their forms, manner of progression, habits and modes of reproduction. One kind are beheld dwelling harmoniously together within a delicate transparent shell, which in one case assumes a spherical, and in others a quadrangular form; and living globes with all their inhabitants, as if actuated by a single will, rolling in perfect freedom within the confines of a drop of water. And within each of these globes are discerned, enjoying their existence equally with those from which they are separated by the surrounding crystaline shere. Other infusoria possesses the power of changing their forms at will, and in the space of a few minutes pass through a variety of curious and grotesque shapes.

Another class shoot up in the form of beautiful shrubs, crowned with bell-shaped flowers, whose margins are encircled with a fringe of slender hairs; but the flower-cups are living beings, and the mimic tree is instinct with vitality in every branch. At one moment, it is seen spreading outward and upward from the base, with all its living flowers in full expansion; and at the next, should danger threaten, every shoot suddenly contracts, and the whole group of animalcules shrink down in spiral coils, into the smallest compass. The great variety of form possessed by these interesting objects, can only be fully conceived by examining these works in which they are accurately delineated. In the great work of Dr. Ehrenberg, who had devoted his life to the study of animalcules, they are beheld in all their beautiful and singular proportions. This splendid volume, of folio size, contains sixty-four plates, filled with several hundred infusorial shapes, drawn and colored from nature. Some resemble globes, trumpets srars, boats and coins; others assume the forms of eels and serpents; and many appear in the shape of fruits necklaces, pitchers, wheels, flasks, cups, funnels and fans.

But the minuteness of these beings is no less surprising than the diversity of their forms. The Monad, the smallest of all known living creatures, swarms by myriads in a drop of water; for it has been computed that within this small space, no less than *five hundred millions* could be comprised; and this calculation is not to be regarded as unworthy of confidence, inasmuch as the Monad is never found to attain a length greater than the *twelve thousandth part*

of an inch. In a cubic inch of a certain kind of mould, consisting entirely of animalcules, more than *forty-one millions* of distinct beings were estimated by Ehrenberg to exist; a fact which, when taken in connection with others, of the same nature, render it highly probable, that the living beings of the microscopic world surpass in number those which are visible to the naked eye.—*Home Gazette.*

LIGHTLY TREAD.

A subscriber asks us to republish the following pleasant school song. It was written by a pupil of the Quincy School, and was originally published in the *School Mate.* To contribute to the cultivation of vocal music in the schools of the State, we propose to publish a song, if possible, in every future number:

Lightly tread—Lighty tread,
So our teachers oft have said.
Softly go—Softly go,
'Tis the *law* we know.
Lightly tread the echoing floor,
Lightly shut the slamming door.
Lightly all—Lightly all.
Let our footsteps fall.

Chilhood here—Childhood here,
Comes to learn, obey, and fear.
Fear the wrong—Fear the wrong,
This our strife and song,
Thus shall love and filial fear
Mingle with our studies here.
Pressing on—Pressing on,
Youth will soon be gone.

Far away—Far away,
We may run and jump and play,
Laugh and shout—Laugh and shout,
Childhood ringing out;
But assembled here in school,
Let us all obey the rule,
Lightly go—Lightly go,
Thus our love we show.

Study now—Study now,
Happy hearts and healthy brow,
This the time—This the time,
Now in youthful prime.
Wisdom, goodness, honor, all,
Chilhood to obedience call.
Let us all—Let us all
Listen to the call.

KNOW-SOMETHINGS.

We propose to organize a society for the boys, to be called the "Know-Somethings." We wish to form a branch of this new order in every school district in Michigan. The members shall sincerely promise to be punctually

at the school-house, the place of meeting, at 9 o'clock on the morning of each day of school, to enter and behave with quietness during the whole session, to refrain from all communication with all fellow members during the exercises, to learn perfectly every lesson assigned, to treat fellow members with kindness, and to behave with politeness and respect to parents, teachers and old people. Out of meeting, the members shall use all efforts to increase their own and their fellow members' stock of useful knowledge, and for this purpose shall spend their evenings at home in reading or study of good books.

What say you, Boys, will you join this new order? If so, the Editor will publish the Constitution and By-Laws.

USEFUL QUESTIONS.

1. Why is it easier to run down hill than up?
2. Why can you lift a larger stone in the water than in the air?
3. Why is a rain drop round?
4. Why does smoke fly up chimney?
5. Why do steam mills require high chimneys?
6. Why is the sky blue?
7. What advantages are gained by having the snow white?
8. What causes the rainbow?
9. Why does the rainbow seem bent like a bow?
10. Why does the moon appear larger when it is seen rising through distant trees.
11. Why does the room appear dark when we have been looking upon the snow in a bright day?
12. Why do painters, in their pictures, make the most prominent parts of a black hat entirely white?

(N. B. The teacher might make these and similar questions useful, in teaching composition. Let two or three of them be written on the black board, and the pupils be requested to copy them and bring written answers.)

PROBLEMS.

1. If a man standing on the south pole of the earth, had spoken at 6 o'clock on New Year's morning, loud enough to be heard at Detroit, what time would his words have reached us, reckoning 69½ miles to a degree, and allowing sound to travel 1142 feet in a second?

2. The reservoir in the Detroit Water Works, is circular, and measures 60 feet in diameter, by 20 feet in depth. The population of Detroit is stated to be 40,000. Now allowing 6 gallons a day, to each individual, how long would the reservoir once full supply the city?

A traveler called at a tavern and said to the landlord, If you will give me as much money as I now have, I will spend sixpence with you. He did so.—The traveler then went to another tavern and did the same thing, and then to the third tavern, and did likewise, and then was entirely out of money. How much had he when he entered the first tavern?

Editor's Table.

The past month has been signalized, in the history of our State, by another of the biennial sessions of our State Legislature. A stringent prohibitory Liquor Law has passed both houses, and will go into effect about the first of May. If enforced, it will send intemperance with its demon crew of diseases, and disorders from the soil of Michigan.

The most important legislation of the session, is that which has been enacted in behalf of education. This has been various and generally good. The first in order was an act authorizing the common council of Detroit to raise a tax of two dollars, for every child between the ages of 4 and 18, instead of one dollar as hitherto; to establish a high school in the city; and, to create the office of city Superintendent of Schools. These measures were absolutely demanded by the schools of the city, and their adoption will we hope, mark a new era in the progress of these schools.

Some modification in the school law for Ann Arbor, was also adopted, to enable the citizens of that place to proceed with the enterprise they have undertaken of a new union school house.

A general College Law has been enacted, by the provisions of which colleges may be chartered with a moneyed basis of $30,000, and academies with $2,000. This law was but an act of justice to several large bodies of respectable citizens, of our own and other States, who had contributed generously to the endowment of institutions of learning of a high order, located within our limits, under the expectations that they should exercise college powers. For ourself, we have little fear that we shall be overrun with colleges, until they cease to prove the poor pecuniary investments they have hitherto, always been.

To us, personally, no act of more consequence has been passed than the one which sends two copies of the Michigan Journal of Education to every township in the State; one copy monthly by mail, and the other, in a bound volume, at the end of the year. Placed by our fellow teachers in a position of great risk and responsibility, we were gloomily debating with ourself, the alternatives of suffering a severe pecuniary loss, or of performing double duty in the school room and editorial chair, for another year. This measure has happily relieved us from so disagreeable a choice, and placed our enterprise on a footing that will enable us to devise yet more liberal things, for the educational interests of the State. It has given our State Teachers' Association a channel of communication and influence with every part of the State, and given an educational paper to every school library. But while it has secured the continued existence of our paper, it has, by no means, placed us beyond the necessity of the most steady and strenuous effort. Nor do we feel disposed to abate our labors till our paper goes into every school district, and reaches the hands of every member of the great brotherhood of Michigan Teachers. An addition of 16 pages to our present size, would enable us to introduce such general literary matters as would make our Journal much more acceptable and useful in the family circle. But we dare not yet enter upon such increase of an outlay. Fellow teachers! shall we have this privilege. A little effort from each one of our friends will accomplish the work.

An act has also been passed, to provide for placing Webster's Unabridged Quarto Dictionary, in every public school in the State. The expense is to be met from the library money, unless a township shall choose to tax itself for this purpose. We believe this measure to be eminently a wise and useful one. It is a step forward in the progress of our common schools. It will add a new interest to the study of language, and will contribute in no slight degree to the more correct understanding and use of our good vernacular. Teachers should take care to have the book well covered with stout cloth, and make it a law that it shall never be taken from the teacher's table.

A general law has been enacted under which the State Teachers' Association, or county associations can become incorporated. We will publish the law at length, in our next, if possible.

But perhaps no law of the session has a more intimate connection with the great common school interest of the State than the one which places $1,800 in the hands of the Superintendent of Public Instruction, to expend for Teachers' Institutes. It allows $200 for each institute, and an institute may be called, wherever assurance is given that, at least, fifty teachers wish to attend.

Aid was voted for the Normal School, and the interest on the University debt was remitted for two years more. These with some minor acts, comprise the educational legislation of the session.

We cannot close this sketch of the doings of the Legislature, without paying our tribute of respect to the Hon. D. McIntyre, chairman of the Committee on Education, in the House of Representatives. Earnest and discriminating, he lent his ready and always efficient aid to whatever promised well for the public good, and urged with equal sincerity and success, the plans which his judgment approved. We have not yet learned the fate of bill to provide for free schools.

NOTICE!—STATE TEACHERS' ASSOCIATION.

The annual meeting will be held at Ann Arbor, the first week of April next. The introductory address will be delivered on Monday evening, April 2nd. Able lecturers have been engaged, and Reports on the following, amongst other topics, are expected from distinguished teachers, viz:

On the study of the English classics.
On the co-education of the sexes.
On the proper preparation for college.
On the study of natural sciences.
On reading.
On the analytical and synthetical modes of teaching.
On the moral aims and uses of education.
On the supervision of schools.

Besides these, the Ex. Committee have some matters of importance to the teachers and schools of the state, which will be presented in a Report. Shall we not have a large gathering of the teachers of Michigan at that time? The interests of the profession demand a full attendance. Let not the teachers of Michigan be behind those of Ohio and New York. Application will be made for free return tickets on Rail Roads for the members.

REPORT OF HON. F. W. SHERMAN,

THE LATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

This is an able document and evinces a liberal view of our educational interests on the part of its talented author.

He urges the establishment of intermediate schools, which shall prepare students for the University, as a great desideratum in our system.

The Report advises further aid to the Normal School, and also the establishment of Teachers' Institutes. It proposes that the income of the public school fund shall be apportioned amongst the districts, according to the attendance, and not in proportion to the whole number of pupils in the district. We gather from the report the following statistics:

No. of school districts in the state,	4404.
Amount of money raised by rate bill,	$59,111,34.
Amount of dollar tax voted by district,	$11,672,00.
Amount raised by mill tax,	$63,879,00.
No. of volumes in the school libraries,	112,538.

The following additional statistics are from the message of ex-Governor Parsons:

Amount of primary school fund,	$1,384,288,03.
Of this the amount for lands sold in 1853–'54, is,	599,801,85.
Total proceeds of University lands yet sold,	452,423,07.
" " Normal School Lands,	56,503,70.
The whole number of children in the state between the ages of 4 and 18 years is,	175,151.
The whole number that have attended a primary school, during the last year, is,	130,000.

No reports from the counties of Washtenaw and Shiwassee have been received for the year 1854, and the estimate of the number of children in those counties between the ages of 4 and 18 years, and that have attended school, is made from the report of the previous year.

These figures show that over *one-third* of the entire population of the state are entitled to attend the primary schools, and draw their proportion from the fund for their support; and that over *one-fourth* of the entire population have attended these schools during the last year.

NOTICE! NORMAL SCHOOL.

The examinations of the pupils of the State Normal School, will begin on Monday the 26th instant. The next term of this Institution will open early in March. As this is the beginning of the school year, it is the proper time for those to enter who propose to pursue the full course. It will be remembered that each member of the House of Representatives of Michigan, is authorized to appoint two pupils who will receive their tuition gratis.

☞ Credit to whom credit is due. The article on page 37, entitled "The claims of Education on capital," was written by Charles S. May, of South Bend, and read before the N. I. and S. M. Teachers' Institute.

The article, page 34, headed "The preparatory course" is from the pen of Prof. Frieze.

☞ The Editor's necessary absence from the city must be his excuse for his apparent neglect of his correspondents, as well as for the late appearance of this number.

HINT.—We are much in need of the money due us.

We have received several compositions within the past two or three months from some little girls. We may perhaps publish some extracts when we have time to look them over.

Literary Notices.

Mathematics Simplified and made attractive; or, the Laws of Motion explained. By Thomas Fisher. Philadelphia.

This is something new under the sun, and for a reliable opinion of its value, requires not only a longer leisure than we have been able to command, this month, for its examination, but needs also to be tested in the school-room. It consists of nineteen large square engravings, each embracing one or several beautifully-executed mathematical figures. These plates, beginning with the simplest principles of plain geometry, proceed to some of the profoundest problems of the conic sections. They are accompanied with a thin volume of explanations and statements which seems to us wholly inadequate to enable ordinary teachers to understand or use the plates. The main aim of this plan seems to be to illustrate geometry to the eye, and certainly some of the figures are ingeniously adapted to this purpose. We would suggest to the author such modification of his manual that it might contain a clear and practical exposition of the aims and methods of his plan.

Analysis of the English Sentence, designed for advanced classes in the English Grammar. by A. S. Welch, Principal of Michigan State Normal School. Published by A. S. Barnes & Co., N. Y.

No work on English Grammar hitherto published has met our mind like this. Its analysis of the elemental parts and relations of the English sentence, is severe and exhaustive. The idioms and constructive laws of the language are clearly explained, and there seems scarcely an inch of the ground that the author has not measured and described. Indeed one cannot read the book without a feeling that he is following the lead of an intellect that has thoroughly explored every step of the way. The book was laboriously thought out by one who never rests satisfied but with positive and proven truth. We propose to give some more detailed statement of whatever is peculiar in its views in another number.

There are some deficiencies which we wish might be obviated. And first there should be an introductory chapter fitting the book for beginners, for we know of no more elementary grammar which it can well follow. Its theory and terminology both forbid it. Its tone is too independent and original to allow it to follow another book except to correct or condemn it.

The change in phraseology which it introduces seems to us an undesirable

innovation, at least, to the extent to which it is here carried. We do not believe that our old names in grammar are so hopelessly wedded to false ideas that they cannot be made to stand for the true. Another fault to our mind is an unnecessary prolixity in some parts. The rules and definitions might have been made more comprehensive without loosing any thing of perspicuity or precision. This last fault, however, may not perhaps be found one in the school room.

On the whole the book is a noble contribution to philological science, and we return the author our hearty thanks. Its general use in the school-room will tend much to a correct knowledge and use of our vernacular.

Ruth Hall. By Fanny Fern.

We have read this book through, as every one who begins it will. To criticise it is quite another, and by no means a pleasant matter. It seems so evidently the passionate outburst of a suffering and injured soul, complaining of its real or fancied wrongs, that one feels ashamed to write critically of the way in which its utterances shape themselves. The sentences seem to be alive, and one might easily enough fear that the dissecting knife would draw blood, or extort a groan. We disagree with those who would rank this below the authoress' previous productions. We confess we arose from its perusal with a greatly increased respect for Fanny Fern's power as a writer, and purity as a woman, and we mistake much if it shall not lend heart and hope to many a son and daughter of sorrow, to try again.

For sale by Thomas M. Cook, Woodward Avenue.

The Illustrated Composition Book, containing Directions, Subjects, and Blank Leaves for Composition. Published by A. S. Phippen, N.Y.

This is a beautiful book, and, if anything can, will relieve the dreaded composition exercise of much of its drudgery. The directions are full and plain, embracing rules for capitals, margin, punctuation, letter writing and folding, &c. The body of the book is filled with blank leaves, except that every other leaf contains a beautiful engraving, with titles, and hints for several compositions, on topics suggested by the picture.

Cornell's Primary Geography. Published by D. Appleton & Co., N.Y.

This book is the first of a series prepared by a lady who has had some experience in the school room. There are many features in it that mark the mind of the practical teacher. The maps are bound in the same volume with the description, and the multiplicity of map questions and their wise arrangement, are, in our judgment, not the least favorable argument in favor of its usefulness. The typography and paper are excellent, and the maps plain and distinct.

Ida May; a Story of Things Actual and Possible. By Mary Langdon. Published by Phillips, Sampson & Co., Boston.

This is another anti-slavery story. Romance, rescued from the licence and levity of the old barbarism, is proving herself a most efficient foe to every relict of that same barbarism which presumes to linger amidst the noon glories of this 19th century. Dickens has led her to an onslaught on the workhouses of England, and has even urged her into no unequal contest with the Chancellor's bench. Under the direction of Mrs. Stowe and Mary Langdon, she has ventured to attack that great barbarism, American Slavery. In some points Ida May is supposed to surpass Uncle Tom's Cabin. The verdict of every reader is, "It is a thrilling and fascinating tale." For sale by T. M. Cook, Woodward Avenue.

MICHIGAN

Journal of Education

AND TEACHERS' MAGAZINE.

VOL II. MARCH. NO. III.

EDUCATION IN FARMINGHAM, MASSACHUSETTS.

We have lately received from Rev. B. G. Northrop, Chairman of the School Committee of the above town, the report of the committee for 1854, and though so far away, an examination of it may be instructive and profitable to us.

Farmingham is a quiet country town, twenty miles from Boston, embracing in itself all the elements of New England life, so that it is a kind of miniature Massachusetts. It has its one thickly settled street, the inhabitants of which deem themselves equal to the Bostonians, its country farmers of the old school, and in one edge of the town, its nest of "factories" and of course a manufacturing population. This part of the town is called Saxonville. The population of the whole town is only about 4,000, and the reported number of children between five and twenty years of age, is only 753, just about enough to make one respectable Michigan union school. And yet this miniature yankeedom, publishes an annual report on its "Common Schools," of sixty-four pages, on good white paper, showing a most commendable interest in the good cause.

A normal school, solely for females, has lately been removed from West Newton to this town, and the committee have organized a model school, consisting I suppose of about fifty scholars, for the normal school to practice upon. Besides this, in this small population, they have eleven Primary Schools, three Intermediate and two High Schools, (one in Saxonville,) all averaging from fifty to sixty scholars a piece. The High Schools have each but one teacher, who endeavors to instruct his few pupils in all that is usually taught in an Academy. Should the two schools be united, and three teachers, one male

and two female, with separate departments be employed, we should deem it a great improvement.

The most marked feature of the town system, however, is the exclusive employment of female teachers in all the schools, except the two High Schools. this practice is elaborately defended in the report. The three great arguments are, the avoidance of the constant changes of teachers necessary, when females are employed in summer, and males in winter; the cheapness of the new system, and the alleged superior fitness of females to the office of giving primary instruction. High authorities are quoted to attest the peculiar capability of woman as a teacher, and the remarkable fact presented, that while in 1837 the ratio of female to male teachers, in Massachusetts, was as five to three, now it is about five to two. According to the last report of the State Board of Education, the number of male teachers was 2,068, and the number of females 5,007. Females in that State seem to be fast monopolizing the profession, and the era of school-masters is passing away.

If this is caused by superior cheapness of female labor, we depricate it. The people can afford to pay for the best teachers, and be they male or female, they should be paid according to their competence and the value of their labors.

There is, however, force in the argument, that females are generally more skillful and successful as teachers of the young, than men; but the argument is capable of being strained, and the practical conclusion from it may be altogether radical and extreme. If females are by nature, endowed with a greater degree of patience and cheerfulness and sympathy with children—and who can doubt it—then are they better adapted to the high office of developing some of the noblest traits in the young. Still they have no monopoly of these qualities; and other qualities are needed. We judge, even from the candid Report before us, that in one school at least, where the female teacher failed, the presence of a strong commanding and yet kind and sympathizing man, would have soon reduced the chaotic elements to order.

A perfect home does not consist wholly of females, nor wholly of males; and we are inclined to think that generally, where more than one teacher can be employed in a school at once, it is an advantage to a scholar, to be under the instruction of a master and a mistress; and in spite of changes, we still believe, in small rural districts, the employment of male and female teachers alternately is attended by great advantages. Let no inflexible rule be laid down, either by statute or by custom, but let it be left to the judgment of proper men, and let no parsimonious economy effect the decision.

The idea that competent young men cannot be secured as teachers is false. The demand if made strong enough, will create a supply. Teaching should be remunerative and should present its opportunities for promotion. If many

enter into primary school teaching without expecting to make it a life employment, the same is true of tutors in colleges, clerks in mercantile business, and journeymen mechanics. All expect promotion. But while engaged in this temporary business, they give their heart to it, and upon this present industry is founded their hope of future success. The prospect before a good primary school teacher, is not less encouraging than before a member of any other profession; and school teachers ought to feel that, whether they intend to pursue it for life or not, success or failure in ther present vocation will probably furnish a pretty reliable specimen of the success or failure, that will characterise their whole life.

We are pleased with this Report. It is candid and able, and must exert a happy influence in the town. We should scarcely look for such a thing yet, out of Massachusetts. The land where the Pilgrims first dwelt, was the great pioneer in the American system of schools; and though she has now many friendly rivals, some of which in a healthy emulation may have surpassed her in a few particulars, and though we sometimes see an inability or reluctance on the part of our eastern friends to open their eyes to the real merits of the younger States yet there are none of us that may not still learn valuable lessons from them.

E. O. HAVEN.

ENQUIRY.

MR. EDITOR: — You are the friend and counsellor of all your subscribers, and not doubting that you will give me the requisite assistance in the next No. of the Journal, I will briefly state the point at issue between me and my pupils.

In accordance with our general custom, we have arranged the young ladies now in attendance at our school in two divisions, requiring the members of each division to read original compositions in the presence of the whole school on alternate Wednesday afternoons. To-day, a delegation of the 1st division waited upon me, at recess, and requested that the compositions should be committed to the care of two members of the division, who should arrange them in the form of a newspaper or magazine, and, together with such editorials, advertisements, etc., as they should see fit to add, should read them to the school in place of the usual method of presenting compositions.

A conversation followed, to this effect:

Teacher. Can two of you *read* the productions of all to the same advantage as each can her own?

Pupils. We think so. We dislike to read in public what we have written ourselves, but have no objection to reading anything else.

Teacher. But the handwriting?

Pupils. Oh, we shall copy.

Teacher. There are sixteen in your division. Each should write at least half a page of foolscap. Some will present two or three pages. Have you counted the cost?

Pupils. We know it will be a heavy task, but it will be but once a term to any one of us. Anything rather than read our own productions.

Teacher. What will be the effect upon the other members of school. There is now an interest in the personal appearance of the successive readers. Will not this be lost? And will not all become weary of the monotony of the continuous reading of the two editors, during thirty or forty minutes?

Pupils. Oh, no; we shall write better and read better to. We don't want to exhibit ourselves for the entertainment of our fellow students once a fortnight.

Teacher. Would you like a public exhibition at the end of the term.

Pupil. Yes.

Teacher. And let some one else read for you?

Pupils. No; we would not trust anybody else.

Teacher. Then, why do not do likewise during the term? I think your reasons are not valid, but I shall need time to think of them. Meanwhile, prepare for next Wednesday.

The young ladies were disappointed. They very much desire the proposed change, and I as heartily desire to gratify them; but my theory is adverse to the measure. I think that, 1st, The present stimulus to effort would be removed; 2d, The personal independence of character, which is cultivated by each one's presenting her own thoughts from the platform would no longer be promoted; 3d, After the novelty had passed, the exercise would be less interesting to the other members of the school. A limited observation has confirmed me in this theory; still, I am open to conviction, and wish to compare notes with my fellow teachers on these points. What is the result of general experience? What is the prevalent custom? Editors are presumed to know all about these things. Please inform us.

And here I am led to enquire into the general expediency of all set exercises in composition—How should they be conducted, if at all? And should girls in school be required to act in any such public capacity? Is it not countenancing the objectionable features of the woman's rights' movement? And, for the same reasons, should not girls be excluded from all participation in the public exhibitions of our schools?

Perhaps I am troublesome, Mr. Editor, but just now I feel more interest in these questions than in many weightier themes under which our educational journals are groaning.

N. I. M. S.

Erieville Institute, Jan. 19, 1855.

Our modesty must be allowed to disclaim the universality of knowledge our friend attributes to the editor. A friend we certainly wish to be to our subscribers, but even the combined dignity of the editor and pedagogue will not enable us to assume the business of counsellor-general to the host of those who read our Journal.

Meeting a circle of prominent teachers lately, we proposed our correspondent's question concerning reading the compositions, and received from all opinions concurrent with his own. It was asserted that anonymous articles prepared for a school paper were written with less care and consequently with less benefit than those which the authors expected to read before the assembled teachers and school. For ourself we are inclined to the belief held by many good teachers that both methods should be pursued, the separate compositions to be read by their authors for the sterner discipline they afford both in writing and reading the paper, once or twice a term, at least, both for the pleasant stimulus to the school and for the variety of effort it allows.

Will not our correspondent himself prepare an answer to his other questions? We shall be glad to compare notes and will not fail to dissent if our views conflict.—Ed. Journal.

INSPECTION OF TEACHERS.

It has been customary in the examinations of teachers, to take it for granted that a knowledge of any science implies or includes an ability to teach it. But all observation proves the falsity of this opinion. A man may be a ripe scholar and yet a very poor teacher, just as one may possess a sound judgment and much information, and after all, be entirely destitute of the ability to speak well in public. Aptness to teach, implies the possession of quite other qualifications than those which are essential to the close and successful student. As well send a bundle of books into the school room, labelled "Teacher," as to send there a mere scholar, who lacks all teaching talent.

The teacher's "aptness to teach," then, should be the subject of special examination; not however, after the fashion of that inspector who asked the candidate directly, "are you apt to teach?" and received the intelligent reply, "I guess I am, as long as I can get sixteen dollars a month." Such aptness to teach is quite a different, if not a more common qualification than the one of which we now speak.

Ability to teach implies chiefly two things, a clear, analytical view of the

thing to be learned, and a ready and correct apprehension of the character of the learner. In shorter terms, it embraces a knowledge of *what* we are to teach, and of *whom* we are to teach. Science is a system of connected and related ideas. The true teacher knows science in its parts. He can take it to pieces, and exhibit its constituent elements, and then by the addition of part to part, reconstruct it all, in the presence of his pupils. In the more common phraseology "he can explain a matter."

The true teacher moreover, must have a fertile fancy, quick to see such analogies, as will enable him to draw from everything around him, those ready and warm illustrations without which all explanations will often be in vain. To ascertain the existence or non-existence of this power of explanation, in the candidate for teacher's honors, let him be requested to explain some well known fact or phenomenon of nature; for instance, why the smoke ascends? His ability to teach, if he has any, will quickly show itself.

But a teacher like an orator, must understand his audience as well as his theme. He must understand childhood; and to do this he must heartily love and sympathize with children. It is the possession of this sympathy that gives to woman her superiority as a teacher, a superiority as unquestionable as it is honorable. What is more painful or ridiculous than the scene presented by some grave pedagogue, discoursing, in "words of learned length and thundering sound," to some awe stricken group of little boys and girls, under the pretence of teaching them simple addition. And yet such scenes or worse, are witnessed daily in many school houses, where men of certified competency, go to terrify little children for $18 per month. How different from all this the scene, where some true teacher forgetting the dignity of his high scholarship, bends himself gracefully and lovingly down to meet in brotherly embrace, the minds of the little ones entrusted to his care, and lifts them gently up to the love and knowledge of all learning. How the quick eager glance of childhood flashes back the intelligence that beams from the teacher's eye.

Childhood too, has much of goodness and nobleness, and he who cannot appreciate and love this nobleness, should never sit in the teacher's chair. He who regards all boys as little rascals, will soon make them such, by his narrow distrust and cruel severity. Let him not enter the school room with a certificate, though he rivals Newton in learning.

But as teaching is not the only business of the school room, so the aptness to teach is not all that is required in the teacher. The pupils must be incited and habituated to steady vigorous efforts in study, and he who can do this without an appeal to bad motives, is above all others the true teacher. It is therefore a legitimate subject of inspection to ascertain the means by which the proposed teacher usually leads his pupils to study. We cannot here attempt to

discuss the proper motive forces of the school, though we cannot avoid saying that we regard the fear of the rod, and the love of praise, as equally pernicious as inducements to study.

There remains one other topic that should enter into every examination of a teacher, viz: The means he has used to become acquainted with his business; for we suppose it settled, that no one should attempt to teach, any more than to heal the sick or make shoes, without some special preparation. In this examination we would ask the following questions at least, and require an affirmative to them all: Have you attended a Teacher's institute? Are you a member of some Teacher's Association? Have you read any professional works on teaching? Do you read regularly any Teacher's paper? (We have no selfish aim in the last question, but it seems preposterous that the teacher should undertake the vast responsibilities of his station, without availing himself of every means, which may aid him to meet them with success.) The spirit of the teacher will infallibly be tested by questions such as these, and it is the spirit, far more than the mere learning of the teacher, that will avail to awaken in his pupil the answering spirit of a high generous, patient and truth-loving scholarship.

FORCING THE YOUNG MIND.—The "forcing system" of education, is one which we highly disapprove, and have on many occasions condemned. A remarkable instance of the evil effects of making children "prodigies," is given in the autobiography of Margaret Fuller Ossoli:

"He thought to gain time, by bringing forward the intellect as soon as possible. Thus I had tasks given me, as many and various as the hours would allow, and on subjects beyond my age; with the additional disadvantage of reciting to him in the evening, after he returned to the office. As he was subject to many interruptions, I was often kept up very late; and as he was a very severe teacher, both from his habits of mind and his ambition for me, my feelings were kept on the stretch till the recitations were over. Thus, frequently, I was sent to bed with nerves unnaturally stimulated. The consequence was a premature development of the brain, that made me a youthful prodigy by day, and by night a victim of spectral illusions, nightmare, and somnambulism, which at the time prevented the harmonious development of my bodily powers, and checked my growth; while, later, they induced continual headache, weakness, and nervous afflictions of all kinds. As these again, reacted on the brain, giving undue force to every thought and every feeling, there was finally produced a state of being both too active and too intense, which wasted my constitution, and will bring me—even although I have learned to understand and regulate my now morbid temperament—to a premature grave."

WHO IS THE BLOCKHEAD?—When an instructor finds all his pupils blockheads the indication is certainly ambiguous; there is a blockhead somewhere, but whether if belongs to the teacher or the pupil becomes a proper subject of inquiry.—*Dr. Wayland.*

THE CITY.

How like a giant heart it lies in the midst of our commercial life! The throb of its diurnal pulsation is felt throughout a state. With the morning light, on comes the rushing tide of life, through every artery of trade or travel, in carts, carriages, and cars; at noon the streets and shops tremble under the pressure of crowding multitudes; at evening the throng rush forth as though some mighty contractile power had suddenly compressed the whole city and sent its life-current gushing forth, and the poor heart of trade lies silent and still, gathering power for another day's pulse beat. And in that ebb and flow of life, how much of rekindled ambition and quickened energy has the city sent forth; how many plans of improvement, hopes of wealth and roused activities to carry new grace and growth to the fields and firesides of the country! Commerce would perish without the central heart.

But morally, how like an awful maelstroem that same city whirls, and roars just by the shore of eternity. The strong ships continue to keep their distance from the fatal centre and ride and rejoice in the rapid flow of life and feeling, but the weaker ones yield softly or sternly to the downward sweep of the resistless current and are soon lost to the world's sight in the dark places of poverty and crime. The mechanic or small trader of the country village lured by the triumphant success of some old neighbor who seems to be riding swift to fame or fortune on the rapid stream of city trade, hurries to embark his venture on the same rushing tide; but alas! as year circles after year he finds himself drawn ever nearer and near the yawning gulf from which he finds himself ever more powerless for escape. Oh! of how many hopes and how many hearts are those same dim cellars and dirty alleys the dark charnal houses. The flourishing growth of the proud and prosperous few, is on a soil fertilized by the rotting carcasses of the perished million.

Educationally, the city is a great forest. Those who hold the ground shoot up into lofty but narrow eminence, but wo to the seedling that attempts to get a growth on the soil exhausted by so many roots, and shadowed by so thick a foliage! Tall men may grow taller in the city, but little children dwarf and die. No city could ever re-produce itself. Its stock of strong men, and great intellects, must ever be replenished by those who have grown great in the country, and who go to find in the city a wider field for the display of their energies. A race—city born and city bred alone—would in a few generations perish as pigmies. Great men grow in the country and amongst the teachings of nature get the real inspirations of their greatness. Even science and literature send nothing but their gathered fruits and flowers to the city market.

Their native growth is in the open fields by the rushing streams and amidst the hills. The lecture, the poem, and the book, before which the city bends in rapture, were all country born. The country is the true school of greatness; the city is only its exhibition room.

DIRECTIONS FOR STUDY.

[We copy the following excellent, practical observations from "Wayland's Intellectual Philosophy," a work recently published by Phillips, Sampson and Co. Every word should be pondered by the student who wishes to make sound and lasting acquisitions of learning.—*Ed. Journal.*]

1. We should employ our minds as little as possible in those occupations which require no effort of attention. He who spends much of his time in reading that which he does not wish to remember, will find his power of acquisition rapidly to diminish. Light reading is entitled to its place, and need not be proscribed altogether. But light reading need not be useless reading. Facts of all kinds, to him who is able to make a proper use of them, are always of inestimable value. But much that is called light reading tends to no result whatever except present amusement; and nothing is more destructive of every manly energy than amusement pursued as a business. Nor let it be supposed that the vigorous employment of our faculties is destitute of its appropriate enjoyment. Here, as everywhere else, happiness is found, not when we seek for it directly, but when, thoughtless of ourselves, we are honestly doing our duty. The weariness caused by labor is relieved either by rest or by a change of pursuits, and the mind returns with renewed relish to its appointed labors. But what change can relieve an intellect jaded and worn down by excessive excitement, and vexed with the incessant craving of unsatisfied desires?

2. We should strive to observe accurately every fact, and comprehend clearly every truth to which our attention may be directed. In this manner alone can we attain to precision of thought and distinctness of conception. We shall thus learn the difference between what we know and what we do not know; an attainment of more value than might at first seem manifest. He whose mind habitually rejects crude and undigested conceptions, and vague and intangible theories, has made no inconsiderable progress in intellectual cultivation. Nor is it enough that a man can comprehend what an author has written while the book is under his eye. He should attain to such a knowledge of the subject that he can think it out for himself in his own language, and trace its connections and dependencies by means of illustrations of his own. In this manner he will be able to understand what he reads, to remember what he understands, and to recall what he has remembered whenever the occasion renders it necessary.

I am aware that this method of study will seem to require a much longer time, and restrict us to a much slower progress than the course commonly pursued. A man will be obliged to select his books with greater care, and devote

to his reading a more vigorous and protracted effort, than is generally thought necessary. He may thus lose, if he ever possessed it, the reputation of genius; but what is more important, he may find the reality. By forming the habit of earnest and habitual attention, he may thus acquire that power which is the very element of genius. At first, the mind laboring in this manner may seem to act slowly; but, as soon as effort becomes its natural condition, vigorous action will be as rapid as any other. Those who think intensely, if they do it habitually, require less time than other men to perfect their mental operations. It is thus that the powers of the mind are carried to their highest perfection, and those intellectual labors performed which to other men seem almost miraculous.

3. Our knowledge should, as far as possible, be philosophically arranged. Facts should be accounted for, that is, referred to their appropriate laws; and laws should be exemplified until the use of them becomes perfectly familiar. In this respect students are very prone to err. I have frequently seen young men, who could pass a creditable examination in the rules of rhetoric, who could not successfully construct a discourse on the simplest subject, and who were unable to write three consecutive sentences without a blunder. Every one perceives that knowledge of this kind is useless, and must soon be forgotten. It is this habit of combining theory with practice which, most of all, confers professional ability.

The importance of arranging our knowledge methodically, that is, in its relations to the general principles on which it depends, need not again be insisted on. I will, therefore, only add that, in all our efforts to improve our minds, we should be patient with ourselves. Bad habits cannot be corrected except by the formation of good ones; and to form habits of any kind is a work of time. Strenuous effort, if we give it time enough, will accomplish all that we could desire. We must not, however, be disconcerted at the imperfect success of our incipient efforts. Each one will accomplish something; and every effort accomplished, though but imperfecty, will render less difficult that which succeeds. Those who have been the most successful in the end have frequently confessed that their first attempts were marked by mortifying failure. It was thus with Demosthenes; and if more men were blessed with his determination to succeed, the world would not so often have complained of the small number of great orators.

Build Good School Houses.—Good school houses are indispensable to an efficient and well regulated system of instruction. They should not only be commodious, comfortable and convenient, but they should also be neat, elegant and tasty. If public buildings of any sort should be adorned and beautified by the hand of the architect, why not the school house? If it be thought proper to construct imposing and tasteful edifices for courts of justice and for the confinement of persons convicted of crime, it would certainly seem reasonable that equal expense and pains be bestowed on the buildings where innocent children assemble daily for instruction. * * * A noble and elegant school house is in itself a *perpetual teacher*. It exerts a silent, though a positive influence upon the habits of youth who daily resort to it. Human beings soon confirm to their external condition. They are affected by natural as well as moral causes, and rapidly assimilate to what there is constantly about them. This is especially so with children whose plastic minds and characters are highly susceptible of impressions.—*Report of Supt. of Cleveland Schools*, 1855.

THOUGHT WORK.

[From an excellent little book by Margaret M. Brewster, entitled "Work, or Plenty to do, and How to do It," we make an instructive selection:]

To think, is no uncommon employment. The miser thinks about his gold —the young lady thinks about her bonnets and balls,—the gossip thinks about her neighbors; yet is Thought a comparatively rare achievement. "My friend," said John Foster, "*to have thought far too little*, we shall find among the capital faults in the review of life. To have in our nature a noble part that can think, would be a cause for infinite exultation if it actually did think, as much and as well as it can think, and if to have an unthinking mind were not equivalent to having no mind at all. The mind might, and it should be kept in a state of habitual exertion, that would save us from needing to appeal for proof of its existence to some occasion yesterday when we did think, or to-morrow when we shall."

Equally important for the welfare, equally constituting a part of the work of both sexes. Thought requires to be specially cultivated by woman, as it is more opposed to the natural constitution of her mind, and frequently altogether omitted in her education. Woman, therefore, must educate herself to think. She will thus become a more harmless member of society, for the woman of reflection rarely gossips, rarely propagates scandal, rarely sows discords amongst her neighbors. She will be a better companion and helpmeet for thoughtful men, and a safer friend for thoughtless women. She will be equally fitted, as the case may be, to become the cheerful "old maid,"—the respected teacher of the children of others,—or the intelligent instructress of her own. She will escape the evils of ignorance and vacancy of mind, on the one hand, and on the other, the imputation of being learned over-much. No "blue stocking" was ever a thinking woman; ignorant of all that remains to be known, she prides herself upon the little that she knows; and incapable of understanding the humility which is inseparable from true knowledge, she forces upon others her petty and superficial attainments. The woman of reflection, moreover, will not contract her feminine sphere, by occupying a corner of it, and allowing the rest to be wasted ground, but she will never advance a step on the outside of the magic circle. No "emancipated woman"—to use a popular American phrase—was ever a woman of Thought; she emancipates herself, because she has not thought, or has thought to very little purpose, of the noble place, and the influential duties which God has given her—nobler than the place of any man—more blessed and angel-like than the duties of any other created being. She emancipates herself, by throwing aside the mighty power that is her own, and trying to grasp in vain, the intellectual strength, the unshackled freedom of her brother's position. She emancipates herself, in short, because she has not mind enough to enter into the mind of God.

Original thought in a woman, is likely to be crude and unprofitable; hence it requires a larger infusion of the thoughts of others. Reading will, therefore, form a prominent part in the employments of those, who are aroused to a sense of the wonderful elements of work, which exist in the unseen regions of Thought. Some people—clever, active, and useful, in their own way—maintain that reading is a mere selfish indulgence, which takes up a great deal of

time, and is of no use in practical life. Others are of opinion, that to fill the mind with other people's ideas, is a sort of mental plagiarism; thus a young man once remarked, that he was not reading much, for fear of hurting his eyes and his originality! To read aright, so as not on the one hand to interfere with the practical duties of life, and on the other, not to impair the individuality of the mind, it is necessary to read *with a purpose.*

MORAL INSTRUCTION.—All wise systems of education recognize the principle that the cultivation of the manners and morals of our youth is of paramount importance. It is important to the individual; it is important to the State, for mere literary acquirements without corresponding moral worth avail but little in advancing the good of the community. It is clearly as much the duty of teachers to give daily lessons in *morals* as in *mathematics*, for in the opinion of those who rightly estimate the objects of education they are not less essential to individual usefulness and happiness. * * * A school left to itself—uncared for in respect to the formation of good character—can scarcely fail to stimulate the growth of vicious habits in children, rather than to check such growth. Again, it may with truth be said that schools are peculiarly favorable for the cultivation and practice of the moral and social virtues; and the true teacher is enabled to wield a moral power ten fold more effective than he could do in any other possible position which he might occupy. They are miniature worlds—schools of practice, emphatically so—where the child may be daily exercised in those virtues which he will need to practice in the great world for whose active duties he is preparing. It has been found that formal lectures, however excellent and convincing, have comparatively little power over the character and consciences of the young. A child placed in the way of *performing* one good and virtuous act, is benefitted far more than he would be by listening to many lectures involving the principle; for it is a fundamental truth in education that no faculty, whether physical, mental or moral, can be developed and strengthened without being exercised. A teacher, therefore, who would have much success in the formation of habits of virtue in his pupils should contrive plans to place them in circumstances calculated to call into action those moral powers which he would educate. Then, too, the teacher is bound to exemplify by his daily walk and practice, all those excellences of character which he would inculcate. This is essential to success. In all his intercourse with his pupils, he should be governed by the *strictest rules of justice and propriety*, and never in a single instance, by word or deed, depart from truthfulness.—*Report of Supt. Cleveland Schools*, 1855.

LEARN ONE THING WELL. — In this respect, our systems of education are probably defective. We determine, in the first place, that a certain number of sciences must be learned in a given time. In the time allotted to each, it may be possible either to communicate to the pupil some of the facts without the general principles, or some of the principles without the facts; but not to associate the principles with the facts by the patient labor of tracing out their connections with each other. It is by this latter mode of acquisition that the mind attains power and alertness. He who has thus mastered a single science has gained far better mental discipline than by cursory attention to several. He who has learned one thing thoroughly knows how other things also are to be learned; and he who has proceeded as far as this has made no contemptible progress in his education.—*Wayland's Intellectual Philosophy.*

ORDER OF EXERCISES FOR A PRIMARY SCHOOL.

The following daily order of exercises for a primary school, has been frequently republished by our contemporaries, and will be of interest to those of our readers who have charge of primary schools. It is from the pen of Mr. Cowdry, the talented superintendent of the Sandusky schools, and was prepared for the primary schools in that city.

MORNING.

FIRST HOUR.—Eight o'clock fifty minutes.

1.	Religious exercises,	10 minutes
2.	Moral lessons,	10 "
3.	Physical exercises,	5 "
4.	Spelling and Reading Classes,	40 "
5.	Singing,	5 "
		=70 m.

SECOND HOUR.

1.	Recess,	10 minutes
2.	Object lessons,	10 "
3.	Drawing lessons,	10 "
4.	Physical exercises,	5 "
5.	Spelling and reading classes,	25 "
		=60 m.

THIRD HOUR.

1.	Recess,	10 minutes
2.	Narratives, (by teacher)	10 "
3.	Lessons in number,	10 "
4.	Physical exercises,	5 "
5.	Narratives and descriptions,	10 "
6.	Culture of the senses,	10 "
7.	Singing,	5 "
		=60 m.

AFTERNOON.

FIRST HOUR.

1.	Moral lessons, (review)	10 minutes
2.	Reading Classes,	15 "
3.	Physical exercises,	5 "
4.	Outline maps,	5 "
5.	Lessons in percept'n and observat'n	10 "
6.	Singing,	5 "
7.	Reading classes,	10 "
		=60 m.

SECOND HOUR.

1.	Recess,	10 minutes
2.	Reading and spelling classes,	15 "
3.	Physical exercises	5 "
4.	Narratives and descriptions,	10 "
5.	Lessons in number,	5 "
6.	Culture of the senses,	5 "
7.	Reading and spelling classes,	10 "
		=60 m.

THIRD HOUR.

1.	Recess,	10 minutes
2.	Reading and spelling classes,	20 "
3.	Physical exercises	5 minutes
4.	Vocal and concert exercises,	10 "
5.	Lessons in drawing,	10 "
6.	Singing,	5 "
		=60 m.

WEDNESDAY AFTERNOON.

Afternoon Session 2 hours 30 minutes.

FIRST HOUR.

1.	Review of moral lessons,	10 minutes
2.	Declamation and reading,	10 "
3.	Physical exercises,	10 "
4.	Reading and declamation.	15 "
5.	Narrative and descriptions,	10 "
6.	Singing,	5 "
		=60 m.

SECOND HOUR.

1.	Recess.	10 minutes
2.	Reading and declamation,	10 "
3.	Object lessons,	10 "
4.	Physical exercises,	5 "
5.	Narratives. (by teacher)	10 "
6.	Culture of the senses,	10 "
7.	Singing,	5 "
		=60 m.

THIRD HOUR.

1.	Recess,	10 minutes
2.	Lessons in number,	10 "
3.	Lessons in perception,	5 "
4.	Singing,	5 "
		=30 m.

FRIDAY AFTERNOON.

FIRST AND SECOND HOURS.—The usual afternooon exercises.

THIRD HOUR.—Review of the week.

1.	Moral lessons,	10 minutes
2.	Singing,	5 "
3.	Object lessons,	10 "
4.	Physical exercises,	5 "
5.	Moral lessons,	10 "
6.	Narratives and descriptions,	10 "
7.	Object lessons,	10 "
		=60 M.

To make this order intelligible to others, and also to prevent misapprehension on several points, some explanations and comments will be necessary. In the first place, the position is assumed, that there should be a *uniform order* of exercises in schools of the same grade, and containing nearly the same number of pupils, and, in the primary schools, that no exercise, however interesting, should be long continued. Alternation and variety are constantly sought where children are to be interested and benefited.

The next departure from the usual routine of primary school exercises that will probably be observed, is the small proportion of time allotted to reading and spelling. We have neither the leisure nor the inclination to enter upon any elaborate defence of this innovation. Those who suppose that one unceasing round of reading and spelling, with perhaps now and then a little singing, is sufficient to meet all of the educational wants of a little child, will be left entirely at liberty to pursue their favorite traditionary method. But should not children be taught to read and spell? Certainly. And can fifty scholars be taught to read and spell *well*, in the time set apart in the foregoing order of exercises? *With proper facilities for teaching*, and with the proper tact and activity on the part of the teacher, we think there can be no doubt on this point. About one half of the children of our own primary schools read in reading books; the remainder are attending to the alphabet and simple words, and are taught in groups of from six to twenty in a group. *Cheap block types*, for teaching the alphabet and first lessons in reading, should be liberally furnished in every primary school room, for the use of both *teacher and pupils*. *A series of charts*, for the same purpose, is also essential, where the effort is made to bring the reading and spelling exercises of half a day into the compass of an hour, or an hour and a quarter. And then the teacher must know how to *make the most* of this, as of every exercise, when the proper time for it arrives. Sluggish and indolent teachers, however amiable or well disposed, if they have any business in *any* department of teaching, certainly have no heaven-appointed mission to teach little children; and when such are found in the employment, it is to be inferred that they have mistaken a *sense of necessity* for a sense of duty. But we must leave this topic, as so many other points must receive a brief explanation.

It will be observed that Moral Lessons come in *regular order* in the routine of exercises. This is regarded as a matter of the first importance. No day should be allowed to pass without a faithful and impressive lesson in moral culture. Such lessons should not only be freely presented to the mind as it unfolds, but should be used as an instrumentality *to unfold* the mind. On the question of a *regular order* for moral lessons, the following precept of an eminent divine on the subject of daily prayer, is deemed applicable: "He who prays not *at stated times* will soon omit all prayer. He who prays *only* at stated times, will make but poor progress heavenward." So of moral teaching. If it be left to chance and inclination, it will soon be neglected altogether. If moral lessons are inculcated *only* at stated times and in a formal manner, little or no benefit can be expected from them. In accordance with this belief, simple moral lessons are prepared for each day of the term. If the entire lesson is presented in the morning, the same is reviewed in the afternoon. If a part of the lesson only is presented in the morning, that part is reviewed first in the afternoon, and the remainder then presented.—*Ohio Journal of Education.*

Heinsius, the keeper of the library at Leyden, used to say, "I no sooner come into the library but I bolt the door after me, excluding lust, ambition, avarice, and all such vices, whose nurse is idleness, the mother of ignorance and melancholy herself; and in the very lap of eternity, amidst so many divine souls, I take my seat with so lofty a spirit and such sweet content, that I pity all the rich and great who know not this happiness."

PRIMARY TEACHERS.—It is my deliberate opinion that the teachers for the Primary Departments should be selected from the very best we have. Many, however, entertain the idea that persons of high qualifications are not needed for these schools; and in general, they suppose that it is only necessary for one to know what is embraced in the limited course prescribed for the school, in order to fulfill all its duties. This is a great mistake. The chief business of the teacher is to develop the various faculties of the mind, and watch over their growth—to cultivate the heart and the affections, and incite to high and noble aims. Every well educated and conscientious teacher takes this view of the subject, and acts upon it; while one who is not, is blind to such notions, and sees little in education beyond the ordinary routine of school-book exercises.—To teach Reading may be a very simple and easy thing, but to discharge well those *higher duties* of teacher, is a much more difficult task, and one that cannot be performed by a person whose only claims to the office of teacher consist in his ability to read and spell, and answer the few questions in Geography, Grammar, and Arithmetic, usually propounded by examining committees. But even in the matter of book instructions, judgment, philosophy and skill are necessary to the highest success. This is especially so in teaching children in the Primary Schools. The first steps taken are the most important. It is essential that the elements of Reading, for example, should be properly taught. Bad habits contracted at the outset are hard to eradicate, and generally speaking they never are. Hence the few really good readers in the Senior Schools. The same is measurably true at least, in regard to teaching first principles in other subjects—geography, arithmetic, &c.—*Report of Supt. of Cleveland Schools*, 1855.

ASTRONOMICAL DISCOVERY.—The universally accredited theory, that the moon is uninhabited, because she has no atmosphere, has received from a recent discovery, a blow that will unsettle it, at least. That the moon, as far as we have yet been able to examine her, has no atmosphere, or at least none of sufficient density to conform to our optical laws, and the demands of any animal life known to us, is unquestionable. But this can be positively affirmed of only one side of our satelite; for, as will be remembered, although she revolves upon her axis, she constantly presents but one side to the earth. Now it has been discovered by calculation, and demonstrated as a geometrical fact, that the moon's centre of form is eight miles nearer to us than her centre of gravity, through which, of course, her axis of revolution must pass; or, in other words, this side of the moon is sixteen miles higher than the other. If, therefore, we suppose that the moon has an atmosphere such as ours, it would be of such extreme rarity on the only side exposed to our observation, that, for optical effect and animal life, it might as well not exist. For mountains upon the earth, none of which are above five miles over the level of the sea, have been ascended to a height at which life could not be supported for any length of time, and still mountains have stretched above the panting traveler. What, then, must be the atmosphere at four times such an elevation? The conclusion seems inevitable, that, although the hither side of the moon is uninhabitable for want of an atmosphere, the remote side may be perfectly adapted to animal life. It is at least certain that the mere want of an atmosphere perceptible to us, is no longer conclusive as to the uninhabitableness of the planet that rules the night. We announce this discovery on the authority of one of the most eminent mathematicians and astronomers in the world.—*U. S. Jour.*

QUALITY, NOT QUANTITY.

It would not be unsafe to assert, that generally, and within very moderate limits, the quality of an education will be in inverse proportion to the quantity of studies pursued. In the best European institutions, where education is now carried to greater perfection, perhaps, than at any other place or time whose voice has reached us, young men spend the best part of seven or eight years on three studies; while among us democrats, lads and misses, too green to be trusted away from home, must despatch three times as many studies in about one-third of the time. Parents have boasted to us, that their sons, before the age of twelve had read through more Latin books than we ever read in. Upon inquiry, however, we found they always studied with translations. What astonishing creatures mankind have become by crossing the Atlantic Ocean! If they go on as much faster West, matters will doubtless be completely reversed, and men will be wisest at birth. Of the teachers who lack the power to detect, or the principle to forbid, such practices, of course nothing is to be said. Doubtless they labor for wages, and are two philanthropic to peril their own interest by holding back their pupils.

So great, indeed, and so general is this rage for quickness and universality of scholarship, that it has deeply vitiated our means of education. Almost all our popular text books are purposely made superficial, to meet our unnatura and extravagant demands. The utmost efforts are constantly put forth to divest them of that wholesome severity which makes it impossible to proceed in them without insight and understanding. They are not so much aids and stimulants to thought as substitutes for it. It is doubtless grateful to our indolence, to think that knowledge is made easy; but we ought to reflect that when made too easy it ceases to be knowledge; and so much has been done of late to make knowledge easy, that it is truly high time something were done to make it hard; for nothing can be vainer than the notion that it may be had without work. As teachers, we have ourselves been plagued with books so outrageously easy, that they could not possibly be understood. Do we not know how much easier it is to grasp a club than a grain of silk? and that if we attenuate things into spider's web, they become so very easy as to be invisible? If we wish to feed the mind, we had best give it something big enough and hard enough to masticate. Nature (and she is the best teacher and text-book we know of) nowhere attempts to instruct us with perfectly simple substances. All her works are highly complex; nay, they are instructive chiefly in virtue of their complexity. To study such books earnestly is an absurdity. It is like attempting to chew water; we cannot choose but swallow it without grinding; and if we try to chew it, it runs either out of our mouth or down our throat. We speak with the more positiveness on this subject, because we speak from bitter experience. The truth is, we may as well despair at once of ever seeing a railroad to the land of knowledge; and while there are so many railroads which seem to lead there, students will hardly endure to trudge painfully thither on their own feet, as mankind always have done and always must do. It is only of its own free, vital activity, that the mind can be either enriched or invigorated; and our case is nearly hopeless when the natural stimulants to effort are turned into narcotics. All true knowledge implies growth and development

of mind; and that sort of knowledge which can be taught by book or voice, and passively received into the memory, is as worthless as it is easy. Even the contents of memory must be taken up and reproduced by the free activity of higher powers, before they deserve the name of knowledge; for it is just as impossible that another should think for us, as that another should digest for us; and if our food be digested before we eat it, it will not feed us at all, but only starve us to death. Of our so much puffed and boasted facilities of education, we may safely say, that instead of making knowledge easy, they are only making students indolent. Intellectually and morally we are all of us born into a wilderness, where each has to cut and pave his own road. To acquire strength, and skill, and courage for this task, is, indeed, our chief errand here. Of course others can lend encouragement and guidance to our efforts; but they can no more supersede them, than they can do our eating and sleeping for us. The only true course, therefore, for students, is first to do one thing; to do it.—They will thereby gain strength and skill to do many things, so that they will really do more things within a reasonable length of time, by first perfecting one, than by doing at a multitude at once and thus perfecting none. The purpose of education is universality of mind, not universality of acquirement; the former is practicable, the latter is not even possible; and universality of mind comes rather by singleness than multiciplity of subject. A Burke puts his whole being into every paragraph he utters; a Parr puts but a fraction of his being into a cart load of volumes; and a paragraph of the former is worth a volume of the latter.—*Old Paper.*

THE PRUSSIAN SYSTEM OF EDUCATION.

We need not make an apology for saying something on this subject. Aside from the fact that all systems of education would naturally be discussed in an educational journal, it is well known that Michigan especially claims to have derived some valuable hints from the system of education which prevails in Prussia. The earliest documents relating to the establishment of schools in this state, as they are found embodied in the excellent book of our late Superintendent of Public instruction, contain much interesting matter on this subject. The same idea was again presented with great force and beauty in the inaugural address of the first President of the University, it becomes therefore an interesting and important enquiry, what the Prussian system of education really is. In this country, we are obstinately prone to act for ourselves, and we do not wish to adopt anything until we understand it. While therefore we are recommended to look for the best existing system of education to Prussia, let us seek first of all to learn what are the principal features of that system.

It should be remarked in the first place, that the term education as we use it, does not commonly convey precisely the same idea as the corresponding German word. This has led to some errors in what has been written and said

on this subject. Many persons in this state had the pleasure of listening last summer to the lectures of Dr. Solger on the present condition of Europe. That gentleman, in his lecture on Prussia, spoke in no very flattering terms of the Prussian system of education. His remarks were naturally enough misunderstood by many who heard him. The reason was, he used the term *education* as synonymous with the German word Erziehung;—a mistake which any German would be likely to make; the more so, as one word is sometimes actually thus used. We will point out the difference. Should we for example ask a man where he was *brought up*, he would not understand us to enquire where he was *educated;* and on the other hand, should we speak of his *education*, he would not think of the care bestowed on him in the nursery, But in German both ideas are commonly expressed by one word. Education in the German includes all which is done for a child, his intellectual, moral, religious, and physical culture from his birth to manhood. We on the contrary commonly speak of the first attendance of a child at school as the beginning of his education; and the development of his mind together with the increase of his knowledge as the chief object to be aimed at in school. Without entering upon the discussion whether more than this ought to be included under the term education, such we think to be the actual meaning of the word in the minds of most persons who use the English language.

Another important difference between our ideas and those of a Prussian, lies in the supposed end for which an education is acquired. In Prussia, the individual far more than with us, is looked upon as the property of the state, and he is consequently educated for the state. * Those who are educated for the church do not constitute an exception to this rule, as the ecclesiastical establishment is a part of the civil government.

Now it is manifest that we should not confound a system of education with the particular end for which it is designed. We can study the beautiful and complicated mechanism of the steam engine, and consider it simply in the general view of an instrument designed for the exercise of mechanical power, without enquiring with respect to the model before us, whether it is designed to propel a rail-way train, or to move a factory: much less without enquiring whether it is made for the autocrat of Russia, or a red republican. So we can examine the general features of an educational system. I consider it simply as a beautiful organization, without instituting the specific enquiry whether it will best fit a man to engage in law or medicine, in commerce or the arts; much less without enquiring whether he shall practice his profession under a despotism or a democracy. The *system* of education, so far as our present discussion

* We think this idea as presented in Dr. Solger's lecture on Prussia was greatly exaggerated.

is concerned, is the essential; the *end* to which the education is to be applied is the accidental.

We consider these distinctions important, and we make them because we do not believe it to be at all necessary for ourselves in adopting a general system of education from another country to bring with it any thing more than the essential divested of the accidental.

With the people of Michigan generally, we have always been sanguine and full believers in the doctrine of free trade; and we would apply this doctrine to books and scholars and systems of education, not less than to corn and breeds of cattle and mechanical inventions. If Humbolt has written a better Cosmos than any one of us can write, or Liebig, a better treatise on agricultural chemistry, we would recommend them neither more nor less than though they had been composed by a native of Michigan. If professor Welch of the State Normal School has written the best analysis of the English sentence (as we believe him to have done) we would use it simply and solely because it is the best book on that subject. If a text-book in any study is needed, we want the best one. If a post is vacant in any of the learned professions, our advice always is to look to the very best man to fill it, disregarding all state and national boundaries. If we believe he is actually the best man for the place, we welcome him to it, be he Jew or Gentile, American or Russian. We ask neither for religious nor for national tests. The domain of science and letters is not bounded by creeds, nor by rivers, mountains or oceans. It knows no state lines, and is confined to no one language; but like christianity itself, it recognizes all men as brethren, and calls upon all who will to assert their citizenship. This may sound a little declamatory. It has been suggested by some things which we have seen on the importance of cultivating and encouraging *home-talent*. We believe as much as anybody in the importance of cultivating home-talent. To this end all our efforts are constantly directed; but we do not believe it would be best attained by excluding from ourselves any portion of the learning, or the well tried experience of the world.

The above observations are intended as preliminary to a brief sketch of some leading features in the Prussian system of education. J. R. B.

AN ACT

TO ESTABLISH TEACHERS' INSTITUTES.

Sec. 1. The people of the State of Michigan enact, that whenever reasonable assurance shall be given to the Superintendent of Public Instruction, that a number not less than fifty, or in counties containing a population of less than twelve thousand inhabitants, whenever twenty-five teachers of common schools shall desire to assemble for the purpose of forming a Teacher's Institute, and to

remain in session for a period of not less than ten working days, said Superintendent is authorised to appoint a time and place for holding such Institute; to make suitable arrangements therefor, and to give due notice thereof.

Sec. 2. For the purpose of defraying the expense of rooms, fires, lights, attendance, or other necessary charges, and for procuring teachers and lecturers for said Institute, the Auditor-General upon the certificate of the Superintendent of Public Instruction, that he has made arrangements for holding such Institute, shall draw his warrant upon the State Treasurer for such sum as said Superintendent shall deem necessary for conducting such Institute, which sum shall not exceed two hundred dollars for any one Institute, and shall be paid out of the general fund.

Sec. 3. Said Superintendent, in cases of inability personally to conduct any Institute, or to make the necessary arrangements for holding the same, is authorised to appoint some suitable person for that purpose; *Provided*, That not more than eighteen hundred dollars shall be drawn from the treasury in any one year to meet the provisions of this act.

This act shall take effect immediately.

Approved February 10th, 1855.

PRUSSIA GOING BACKWARDS.

We learn, from a late No. of the New York Independent, that the Prussian Government had taken the first step towards degrading the character of her world-renowned schools. The first blow has fallen upon the Normal Schools. The science of teaching which has heretofore occupied six hours each week, is to be restricted to two hours, and the course of study is to embrace only the things to be taught in the primary schools. The time thus saved is to be devoted to the catechism. The reason for all this is that the teachers have indulged in too much freedom of opinion, and it is charged that the schoolmasters were at the bottom of those revolutionary movements which for the last few years have given the government so much trouble.

The teachers henceforth are to learn only what they are expected to teach, and it is rightly enough judged that this will kill the spirit of learning and free inquiry amongst them. Without general scholarship the teacher will become the fit tool of despotism.

Thus, after all, Prussia has capped the climax of that praise which all christendom has bestowed so freely upon her public schools and her teachers. Its coexistence with despotism has long been an objection, in the American mind at least, to her system of education. This effort of despotism to crush it has wiped off the only dark spot on it. Learning and liberty are once more shown to be inseparable, and the schoolmaster has been proven the sturdiest foe of tyranny.

Youths' Department.

UNCLE JOHN'S LETTERS.—No. 3.

TO THE PEOPLE IN THE SCHOOL HOUSES.

My dear Boys and Girls,

There are some singular people who have always lived with you, but whom you have never seen, and to whom I wish to introduce you. They are a wonderful people, and one of them lives with every boy and girl in the world. They cannot speak aloud, but you always know what they mean; they have no eyes, but they see everything that you see; they never eat yet they grow sometimes in a wonderful manner, and without hands and feet, they travel as fast as you can run, and do everything that you can do. They will stay with you as long as you live and then will go back alone to their native land.

These people are souls. They are not mere parts of you, as your hands and heads are parts of your bodies; they are living beings which will live and act when they have left the body. If you should cut off your hand, the fingers would no longer move—the hand would be dead. Cut off the other hand and it too will die; cut off your feet and they will die, and should you continue to cut away the whole body, the whole would die and leave the soul alone still alive. But it would be invisible, for the soul is made of the same stuff that angels are made of, and is invisible like the wind.

Suppose a little angel were sent down to be your constant companion and playmate; suppose you were given charge of it, to clothe it and feed it; suppose, also, that it did not grow as you do who are sure to become men and women if you live long enough, but if it was not properly fed, would always remain a little, feeble, foolish thing; that, if fed with improper food, or taken into improper places, it would become wicked, cruel, and fretful, and that if cared for tenderly and wisely, and taken into the society of the good and intelligent, it would grow up to be a tall, beautiful angel, and would then forever afterwards take care of you, telling you all manner of useful and interesting things, making you always happy, and causing every body to respect and love you, would you not take great care of the little angel? Would you not be careful not to tell a lie, lest the angel should learn to lie, and always be telling you lies? Would you go into the company of bad children, if the angel was to go along, and you knew that every cruel, wicked trick he saw there, he would afterwards practice on you? Would you let him become a dirty, little, wicked thing, if you had always to carry him on your back, whenever you walked in the street or went to see your friends? Surely not.

Well, the soul is a little angel, sent, not to live with you, but in you, and you each have the care of one. It goes wherever you go, and learns to do whatever you do. If fed with knowledge from good books, for such is its food, it will grow strong and wise, like that soul which lived in George Washington, and which made every body love him; but if you seek only to amuse yourself in idleness, or in the company of idle boys, your soul will become such an ugly and wicked little being as I have described. We cannot, indeed, see your soul, but we very easily find out what kind of soul a man or child has, for the soul is always in him, and its character is told by his words and actions.

Now, boys and girls. I wish you to remember that this is no mere story.—My soul told it to me, and it is all true. Remember then, there is a spirit dwelling within you. When you study, it grows wise and strong, when you act kindly and nobly, it grows happy and beautiful, and for every hour's hard work you do for it now, and for every self sacrifice you make in avoiding bad company and bad conduct, that spirit will reward you a hundred times over.

The object of education is to make this soul great and strong and happy.—We will write you in some future letter, of the best manner of taking care of this little spirit that lives with you.

Your soul's friend,

UNCLE JOHN.

THE ECHO.—A little boy whose name was George, as yet knew nothing of the echo. On one occasion, when left alone in a meadow, he cried out loudly, 'O! O!' when he was directly answered from the hill close by 'O! O!' Surprised to hear a voice without seeing any person, he cried out, "Who are you?" The voice replied, "Who are you?" He then screamed out, "You are a silly fellow," and "Silly fellow" was answered from the hill.

This only made George more angry, and he went on calling the person, whom he thought he heard, nicknames, which were all repeated exactly as he uttered them. He then went to look for the boy, in order to strike him, but he could find no one. So he ran home, and told his mother an impudent fellow had hid himself behind the trees on the hill, and called him nicknames.—Having explained to his mother what had taken place, she said to him, "George, my boy, you have deceived yourself. You have heard nothing but the echo of your own words; if you had called out a civil word towards the hill, a civil word would have been given back in return." "O," said George, "I will go down to-morrow and say good words, and get good words from the echo."

"So it is," said the mother, "in life, with boys and girls, and men and women. A good word genera ly produces a good word, or as the wise man said, a 'soft answer turneth away wrath.'" If we smile on the world the world will smile on us; if we give frowns, we shall have frowns in return. If we are civil or unkind towards others, we cannot expect anything better from them in payment.—*Toledo Teacher.*

THE BLESSED ONES AT HOME.

The melody of "Old Folks at Home" has become very popular. A late number of *Zion's Herald* contains the following new version, which is not inappropriate for a school song:

Away on the banks of life's bright river,
Far, far away—
There will my heart be turning ever;
There's where the blest ones stay.
All through this vale of sin and sorrow,
Sadly I roam,
Still longing for the dawn of the morrow,
And for the blest ones at home.
All without is dark and dreary,
Everywhere I roam.
O, brothers how the heart grows weary.
Sighing for the blest ones at home!

Through all earth's sunny scenes I wandered,
In youth's gay morn;
How many precious hours I've squandered!
How many mercies scorned!
When seeking sin's delusive pleasures,
Wretched was I;
But now my heart has found a treasure,
There with the blest ones on high.
All without is dark and dreary,
Everywhere I roam,
O, brothers, how the heart grows weary,
Sighing for the blest ones at home!

One hour there is forever bringing
Memories of love!
'Twas when my sighs were changed to singing
Of the blest ones above
When shall I see my Savior reigning
On his white throne?
When will be hushed my heart's complaining
There with the blest ones at home?
All till then is dark and dreary,
Everywhere I roam,
O, brothers, how the heart grows weary,
Longing for the blest ones at home!

THE BOY AND MAN.

A few years ago there was, in the city of Boston, a poor portrait painter, whose name was Mr. Copley. He did not succeed very well in his business, and concluded to go to England, to try his fortune there. He had a little son whom he took with him, whose name was John Singleton Copley.

John was a very studious boy, and made such rapid progress in his studies, that his father sent him to college. There he applied himself so closely to his books, and became so distinguished a scholar, that his instructors predicted that he would make a very eminent man.

After he graduated, he studied law. And when he entered upon the practice of his profession, his mind was richly stored with information, and so highly disciplined by his previous diligence, that he almost immediately obtained celebrity. One or two cases of very great importance being intrusted to him he managed them with so much wisdom and skill, as to attract the admiration of the whole British nation.

The king and his cabinet, seeing what a learned man he was, and the

influence he had acquired, felt it important to secure his service for the government. They therefore raised him from one post of honor to another, till he was created Lord High Chancellor of England—the very highest post of honor to which any subject can attain; so that John Singleton Copley became Lord Lyndhurst, Lord High Chancellor of England. About sixty years ago he was a little boy in Boston. His father was a poor portrait-painter, hardly able to get his daily bread. Now John is at the head of nobility in England; one of the most distinguished men in talent and power in the House of Lords, and regarded with reverence and respect by the whole civilized world. This is the reward of industry. The studious boy becomes the useful and respected man.

Had John S. Copley spent his school-boy days in idleness, he would probably have passed his manhood in poverty and shame. But he studied in school when other boys were idle; he studied in college, when other young men were wasting their time: he ever adopted for his motto, "*Ultra pergere*," (Press onward)—and how rich has been his reward.

You, my young friends, are now laying the foundation for your future life. You are every day at school deciding the question whether you will be useful and respected in life, or whether your manhood shall be passed in mourning over follies of misspent boyhood.—*J. S. C. Abbott.*

THE INDIA RUBBER TREE.

From a volume lately published in New York by G. P. Putnam, entitled Scenes and Adventures on the banks of the Amazon, we take the following account of that strange tropical production, the India Rubber Tree:

A number of blacks bearing long poles on their shoulders, thickly strung with India rubber shoes, also attracted our attention. These are for the most part manufactured in the interior, and are brought down the river for sale by the natives. It has been estimated that about two hundred and twenty thousand pairs of shoes are annually exported from the province, and the number is constantly on the increase.

A few words here respecting the tree itself and the manufacture of the shoes, may not be out of place.

The tree (*Siphilla Elastica*) is quite peculiar in its appearance, and sometimes reaches the height of eighty and even a hundred feet. The trunk is perfectly round, rather smooth, and protected by a bark of a light color.

The leaves grow in clusters of three together, are thin and of an ovate form and are from ten to fifteen inches in length. The center leaf of the cluster is always the longest.

This remarkable tree bears a curious fruit, of the size of a peach, which although not very palatable, is eagerly sought after by different animals—it is separated into three lobes, which contain each a small black nut. The trees are tapped in the same manner that New Englanders tap maple trees. The trunk having been perforated, a yellowish liquid resembling cream flows out, which is caught in small clay cups, fastened to the tree. When these become full, their contents are emptied into large earthen jars, in which the liquid is kept until desired for use.

The operation of making the shoes is as simple as it is interesting. Imagine

yourself, dear reader, in one of the seringo groves of Brazil. Around you are a number of good looking natives, of low stature and olive complexion. All are variously engaged. One is stirring with a long wooden stick, the contents of a cauldron, placed over a pile of blazing embers. This is the liquid as it was taken from a rubber tree. Into this a wooden "last," covered with clay, and having a handle, is plunged. A coating of the liquid remains. You will perceive that another native then takes the "last," and holds it in the smoke rising from the ignition of a species of palm fruit, for the purpose of causing the glutinous substance to assume a dark color. The "last" is then plunged again into the cauldron, and this process is repeated, as in dipping candles, until the coating is of the required thickness. You will moreover, notice a number of Indian girls engaged in making various impressions, such as flowers, &c., upon the surface of the rubber, by means of their thumb nails, which are specially pared and cultivated for this purpose. After this final operation, the shoes are placed in the sun to harden, and a large number of them may be seen laid on mats in exposed situations. The original name of the rubber is *cahuchu*, from which the formidable word *caoutchouc* is derived.

WHO IS THE GONERNOR OF MICHIGAN?

The Principal of a certain Union School, on entering the duties of his office, called a class of boys before him to examine them as to the extent of their general information, when the following dialogue occurred:

Teacher.—"First boy! who is the Governor of Michigan?"

Boy (smartly).—"George Washington!"

Teacher.—"No, no; Washington died more than fifty years ago.—Next!"

Next Boy.—"I don't know!"

Teacher.—"Next!"

Third Boy.—"General Pierce!"

Teacher.—"No; General Pierce is President of the United States.—Next!"

The guesses seemed now exhausted, and the teacher's "Next!"—"Next!" passed from one shaking head to another, till it reached a bright face which had been stretched, nodding and winking, with a look that said, as plainly as a look could do, "I guess I could tell if I had a chance!" His time at length came—the question was asked again: "Who is the Governor of Michigan?" "God!" replied our hero, emphatically, and sat down amidst the astonished looks of his classmates and teacher.

DREAMS.—Dreaming, as the precurser and accompaniment of diseases, deserves continued investigation, not because it is to be considered as a spiritual divination, but because the unconscious language often very clearly shows to those who can comprehend its meaning, the state of the patient. According to Albert, lively dreams are in general a sign of the excitement of the nervous action. Soft dreams are a sign of slight irritation of the brain; often a nervous fever announcing the approach of a favorable crisis. Frightful dreams are a sign of determination of blood to the head. Dreams about blood and red objects are signs of inflammatory conditions. Dreams about rain and water are often signs of diseased mucous membranes and dropsy. Dreams in which the patient sees any part of the body, especially suffering, indicate disease of that part.—*Dr. Winslow's Journal of Physhological Medicine.*

WHY EVERYBODY IS CROSS.—One day little John Wilson came running into the house where his little sister Mary was sewing. He held something in his hand which he had found in the back yard.

"Oh, sister Mary!" said he, "I have found a pretty thing. Its a piece of red glass, and when I looked through it everything looked red too. The trees, the houses, the green grass, your face and every thing is red."

Mary replied, "Yes, it is very beautiful, and now let me show you how to learn a useful lesson from it."

"You remember the other day you thought every person was cross to you.'

"Now you were like this piece of glass, which makes everything red because it is red. You were cross, so you thought everybody around you was cross too."

"If you were in good humor and kind to everybody they would seem kind to you."

A schoolmaster not one hundred miles from Presteign, was one day questioning a class, and amongst others, asked how many senses there were. "Seven, sir," said a little fellow with great confidence, drawing himself up to his topmost height. "Prove it," said the master. "Well taste is *one;* feeling *two;* smelling, *three;* two ears, *five;*, and two eyes makes *seven!*"

THE QUESTIONER.

1. Why will not fire burn when the air is entirely shut out?
2. Why does one's head ache in a tight room crowded with people?
3. Why does one who has been running feel warm?
4. Why does he breathe faster?
5. Why is there usually no frost on cloudy nights?
6. Why do the sides of the street seem to approach each other as the distance increases from the observer?
7. Why does the moon rise earlier every day?
8. Why are we taller in the morning than at evening?
9. What causes the oil to ascend through the burning wick of a lamp?
10. When and by whom was the battle of Shrewsbury fought?
11. What distinguished Polish officer fell at the attack on Savannah, during the revolutionary war?
12. When did Peter the Great become Emperor of Russia.
13. What causes the voice to be hoarse when one has a cold.

PROBLEMS.

Large rain drops are, we believe, sometimes one fourth of an inch in diameter; how many such drops would it require to fill a twelve quart pail?

How many books costing an average price of $1 each, could be purchased for the money that a young many spends for cigars, who buys and smokes 3 each day, for a year for 3 cents each?

Editor's Table.

Winter with his breath of frost and his locks of curling snow crests, has nominally yielded place to genial Spring, though in truth, his influence lingers to chill us like the remorseful memory of a bad deed. It has been a winter whose deep snows, continuing to fall twenty-three days in succession, and cold air, sending the mercury again and again shivering down twenty and thirty degrees below zero, will long mark its memory in the calendar of years. Terrible has been the sufferings of the poor soldiers of France and England, assembled before Sevastopol; but even the rigors of winter have not been able to stop entirely the work of death. No one can foresee the end. There comes by the last steamer a slight talk of peace, but we much fear that more blood must flow ere the temple of Janus can be shut.—Unusual suffering has also been felt in our own land. Processions 10,000 strong, of stalwart men, without work, have been seen marching gloomily through the streets of New York while hunger and cold together have pinched the dear ones who cluster around the dying embers of their scanty fire. Many a dark tale of starvation has been whispered through the land, and many a deed of noble charity has helped to keep hope alive amidst the general distress.

House of Refuge.—Michigan too has done a deed of charity and better far than those which minister to the physical wants. An act of the Legislature has been passed providing a house of refuge for juvenile offenders. It is to be located at Lansing. This was much needed in our state, and may save many a youthful offender from a life of crime.

An Agricultural School, was also provided for, to be located at or near Lansing, with a model farm of 1000 acres. The college for females alone failed to receive the suffrage of our late legislature. Perhaps this was best. There is one preliminary question which we should settle before establishing any more separate schools for females. It is whether the true philosophy of education does not point to the education of the sexes in the same institutions. The weight of authority seems slowly changing to the side of the co-education of the sexes, and if such be the dictate of nature, then no separate colleges for young ladies should be founded. The female seminaries already established ought in that case be thrown open, and our University and colleges should be required to admit ladies.

The bill to place Webster's Quarto Dictionaries in the schools of the state, whose passage was noticed in the February number, failed to receive the Governor's signature, and hence it is not the law. With all confidence in the sound capacity and integrity of our worthy Chief Magistrate, we still deeply regret that this measure did not meet his approval. We have conversed with no teacher or active friend of the public schools who did not deem the project wise and useful, and a feeling of almost universal regret will greet the annun-

iation that it has failed. The objections urged by some of the press that it, was a mere scheme of the bookmakers to sell their wares needs no reply. Of the origin of the bill we know nothing, except the rumor that Mr. Church, of Grand Rapids, introduced it. But we much mistake if the objection itself did not come from the booksellers who have books to sell to the township libraries, and who would fain conceal their own selfishness by charging selfishness upon whatever threatens to lessen their gains. Pity that our schools must suffer by this poor exhibition of fallen nature! The bill provided that the books should cost but $4 each, and it was said that the publishers would furnish them at that rate. The usual retail price is $6, but even if they could have been obtained of these same booksellers who have so much of public spirit, for $5, the law would still have saved for our citizens more than $5,000 in supplying the 5000 schools of the state.

But it is not in its effect upon book men that this measure concerns us; its influence upon the schools where the thousands of our young countrymen are getting their education, and learning the use of our common language, alone arouses our attention to it, and we earnestly commend the question of its utility to the reconsideration of parents and teachers throughout the state. To us the question mooted by some between the merits of Webster's and Worcester's dictionaries, is a secondary one. We refer those interested in it to the testimonials on both sides of the question found in our advertising pages. Let every district, if it be desired, have its choice between the two, but let one of them be placed on every teacher's desk and within the reach of every child in the state.

NORMAL SCHOOL EXAMINATION.

The annual examinations of the State Normal School commenced on Thursday the 22nd of February, and closed on Thursday the 28th. We were present only the last day, but heard the highest encomiums pronounced upon the behaviour of the classes by those who had been in earlier attendance. The quiet, scholar-like bearing of the large body of students that filled the spacious and beautiful school rooms, attested more emphatically to the real character of this noble institution and to the style of its teaching, than any examinations could do. The first class, examined on Friday morning, was one in Hitchcock's Geology, under charge of Professor L. R. Fisk. No flippant fluency, or parrot-like perfection of recitation, told of special preparation for the occasion, but the honest mistake as well as the happy reply proved that the class were students and not mere learners. On the whole there was shown a thoughtful familiarity both with the elementary facts and more extended generalizations of this splendid science.

A class in French followed, under the direction of our old friend and fellow-citizen, Professor A. Miller. The examination was alike creditable to the teacher and class, though a too low tone of voice amongst the young ladies of the class detracted much from the interest. A clear audible tone of voice in pupils will atone for a multitude of errors in an examination, and an intelligible reply will generally be accepted as an intelligent one.

To return to the examination. The next class was in Professor Welch's

Analysis of the English sentence, and was under the charge of the author of the book. Our old grammarians, we trow, would have stood aghast to hear the summary manner in which this class dissected and displayed to our astonished gaze the members of the sentences given them for analysis. There was no parsing of the words in detail, and thus using up the sentence piece meal, but boldly grasping it as a whole, the analyzer pronounced at once the independent and dependent parts, the elements and their relations and the contorted sentence, as if touched by some Ithuriel spear, stood forth in its native form and proportions. The favorable opinions we have heretofore expressed of this text book were fully confirmed by the exhibition of this class.

The last class examined was Professor Jackson's class in Bourdon's Algebra. This class, a majority of whom were ladies, had completed the book, and the style of their examination told that they had done it thoroughly; and told moreover that young ladies might be fitting classmates for their brothers even in the higher mathematics.

A few such exhibitions as this would forever put to rest this old objection to the co-education of the sexes even in the foggish brain of the most inveterate conservative.

We heard honorable mention made of classes in algebra and arithmetic, under charge of Miss A. C. Rodgers, the talented preceptress, and of the model school classes of Miss H. K. Clapp, who has charge of that department of the institution; also of classes in Virgil, and English Grammar, under the charge of Prof. Sill.

The examination was closed by an exercise of the first class in vocal music, under the lead of Prof. Miller. An anthem which the class had never tried was selected by some gentleman present, and sung in a manner which evinced the thorough training of the forty or fifty young gentlemen and ladies who composed the class.

Altogether, these examinations were such as to inspire increased confidence in the management of this school. A sound, practical scholarship is not the least meritorious feature of the institution; and yet from conversations with the pupils we felt assured that their scholarly acquisitions were regarded as the needful means of realizing the high ideal of the teacher's vocation and duties which they had learned at this school.

EXERCISES OF THE GRADUATING CLASS.

On Friday morning the large Methodist church was crowded at an early hour, to witness the graduation of the class that had just closed the studies of their course. The following was the order of exercises on this occasion:

Singing by the pupils under the direction of Prof. Miller, and prayer by Prof. E. O. Haven, of Ann Arbor. Orations by the graduating class as follows:

"Harmony," T. Riley Denison, Troy; "Imaginary Evils," Rhoda A. Tompkins, Ypsilanti; "The Passions," Seth N. Beden, Hadley; "Who Rules?" Mary J. Fairman, Canton; "Individuality," James W. Stark, Jonesville; "Ishmael," John Horner, Canton; "Power," Julia M. Bacon, Ypsilanti; "The Oracle," Chas. R. Miller, Saline; "Time, the Pilot," [Poem,] Kate M. Clayton, Plymouth; "Conservatism," James Gorton, Utica.

Address to Graduates by Prof. A. S. Welch. An able production.

Of the performances of the various members of the graduating class, we can

not now speak. The rhetoric of the pieces was generally good, exhibiting indeed, the fondness for ornament, common to young writers, but showing also, more than ordinary grasp of thought, while a strong vein of practical common sense ran through nearly all. Any comparison of relative merits would seem invidious. There are strong men amongst them—Christian men, aye, and women too. Which they are, we do not need to say—the world will find them out one day

We learned that some of the graduating class, were yet unprovided with schools. We trust their services will soon be put in requisition, in some of the union schools now looking for teachers.

The next term of the Normal School, will commence on the 12th instant.

N O T I C E !

MICHIGAN STATE TEACHERS' ASSOCIATION.—The annual meeting of this association will be held at Ann Arbor, the first week in April. The introductory exercises will take place Monday evening, the 2nd of April. Strenuous efforts are being made to convene a full representation of the educational men of the state, and the Ex. Committee would hereby most earnestly ask every friend of the schools of Michigan, and especially the teachers of those schools, to be present. Questions of grave importance to the teachers and schools of our state demand our consideration; and the best interests of the cause of popular education require that the educators of Michigan shall just now assemble in council. The teachers of every higher seminary, and union school, should especially attend, and all friends of a sound education and wholesome literature are fraternally invited to mingle in our discussions.

An earnest desire has also been expressed for a conference of the classical tearchers of the state, to take place during this meeting of the Association.

Ann Arbor has not heretofore been wanting in hospitality, and all reasonable efforts will be made to furnish entertainment to her guests on this occasion. The association will adjourn on Friday.

J. M. GREGORY,
E. O. HAVEN,
J. ESTABROOK,
MRS. J. A. B. STONE,
MISS M. ROCKWELL.

☞ Will our exchanges in this State please copy the above notice. Some notice of the business of this meeting was given in our February number.

TEACHERS' ASSOCIATION.

An adjourned meeting of the Macomb County Teachers' Association, will be held at "Academy Hall," in the village of Mount Clemens, commencing on the third Monday (19th) of March next, and continue one week.

Interesting lectures, on topics connected with the objects of the association, will be given during the evening sessions.

N. B. Ladies attending the Association will be provided with pleasant boarding places, during their stay *free of charge*.

A full attendance of Teachers, and the friends of education generally, is earnestly requested.

Per order.

February 27th, 1855. A. L. BINGHAM, *Sec'y*.

(To A. L. B. We will attend and lecture.—Ed.)

☞ A meeting of the St. Joseph's County Teachers' Association, will be held at Centreville, the 9th and 10th instant. Prof. Welch and J. M. Gregory have engaged to be present and lecture. A general attendance is requested.

The Oakland County Teachers' Association held an adjourned meeting at Clarkston, beginning the 28th ult.

☞ Rev. M. S. Hawley, late Principal of the Adrian Union School, has resigned his office, and Mr. Hubbard, of Amherst, Mass., has been appointed to fill the vacancy thus occasioned.

Mr. M. A. Page, for several years Principal of the Union School in Maumee City, has accepted a professorship in the Baptist Literary and Theological Institute at Kalamazoo, Michigan.

THANKS to Hon. Lewis Cass for copies of late speeches made by him. To S. H. Mather, Esq., for a copy of the annual report of the Cleveland schools, from which several extracts will be found in this number. To some friend for a copy of the Catalogue of the Michigan University for 1855. We are pleased to notice the increasing prosperity of this great state institution.

☞ Our friend A. H. Wirz thinks he can satisfy any one who want mathematical, optical, or philosophical instruments, if they will but give him a call. See his card on the advertising sheet.

The annual report of the Detroit city schools is out, and furnishes full proof of their increasing prosperity.

Literary Notices.

Life of Horace Greeley. By J. Parton. Published by Mason & Brothers, New York.

The Biography of Horace Greeley, could not be otherwise than an interesting book. A man of singular characteristics and fortunes, the story of his life possesses much of the charm of a romance. Of simple tastes, or rather no tastes at all, of benevolent purposes, and splendid though peculiar talents, his eccentricities denoting, as they do, some disproportion in his mental constitution, render him unsafe as a leader. That such a man's creed should be tinged with error is almost a matter of course; and yet his genius will most likely give equal currency to his errors and his virtues, just as it will to his eccentricities, old drab coat, slouched hat and all. Horace Greeley is no ordinary man, and the record of his life furnishes to the young, many a lesson of wisdom and hope. We could have wished that the volume before us had been written in a more elegant and simple style, and that the author like an awkward scene shifter, had not obtruded his own personality so often upon the stage, which should

have been left alone to his subject. And we could easily have spared the few crude and would-be caustic reflections on the subject of education, in which he has indulged to the damage of his book. We could also have wished for some such analysis of the man, his master passion, the true central ideas of his life, and his real relation to his age, as might have given unity to the whole. We opine that the real life of the great editor is yet to be written. The present volume will perhaps furnish the material when the true biographer comes. Till then, it is, we repeat, a very entertaining book, and he who buys it, will not waste his money. For sale by Elwood & Co., Detroit.

The World's Progress; a Dictionary of Dates, with tabular views of general history, and a historical Chart. By G. P. Putnam, Published by A. S. Barns & Co., N. Y.

A beautifully bound volume, of 716 pages, with the above title, lies before us, embracing in its clear well printed pages, a compend of historical facts, and dates so full and so systematically arranged as to claim for it at once a most conspicuous place in our working library. The major part of this volume is made up of Haydn's celebrated Dictionary of Dates, and both this and the tabular views of his, have won a reputation for their comprehensiveness and general correctness. Altogether it furnishes just such a volume of reference as is needed in every family library, and its presence on the teacher's table would enable him to answer very many of those questions which inquisitive childhood is ever ready to ask. It is the first volume of a "library of reference" which these enterprising publishers have either issued or are preparing to issue.

Clark's History of England, edited by Jas. C. Moffat. Published by Ivison & Phinney.

This book, about the size of the ordinary school histories of the United States, has been prepared for a similar purpose. Would that it could be placed in our schools beside the histories of our own land. It would add a new interest to the study of American history, and do away with that general ignorance of English affairs so common to our people. The book before us is well written, well arranged, serving as a useful introduction to the large histories of Hume or Macaulay, and we cheerfully recommend it to any teacher who wishes to form a class either for reading or study. Sold by Morse & Selleck, Detroit.

Davies Logic of Mathematics. Published by A. S. Barns, & Co.

We can add nothing to the high estimation in which this book is held by the literary public. The work consists of three parts: the first treats of Logic, in which the author chiefly follows Whateley; the second, of mathematical science; the third, of the utility of Mathematics.

"No where," says the N. Y. Independent, "have we seen a finer illustration of the connection between the abstractly scientific, and the practical." The second part is a grand outline map of the whole field of mathematical science, and gives a completeness of view that is seldom elsewhere obtained of this department of human knowledge.

Newman's Practical Rhetoric.

This work is from the press of Ivison & Phinney N. Y., and the copy before us, is of the sixtieth edition, a fact sufficiently significant of its popularity. With but little show of scientific analysis, the author pleasantly leads his reader through the discussion of the principles of taste and the qualities and varieties of style, illustrating his subject by well selected examples, and making the whole matter plain to the most ordinary student. It has a high reputation as a text book amongst those who have used it. For sale by Morse & Selleck.

MICHIGAN

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General Education.

PHYSICAL EDUCATION.—GYMNASTICS.

All writers on education agree in the threefold classification of mental, moral and physical. The sound mind in sound body, "mens sana in corpore sano," is agreed to be the true object of all right education, but we look almost in vain for such systematic training of the physical nature as shall develop it in strength, activity and healthful beauty. Nay, has not mental culture generally been attained at the sacrifice of all bodily vigor, if not of life itself? "Pale" is the inseparable adjective of "student," and unless one wears the "sicklied hue of thought" it is scarcely possible to gain any credit for scholarship. The man of erect stature, rounded limb, brawny muscles and vigorous health will seek in vain to get himself believed in as an earnest student or a profound scholar. The pathway to intellectual pre-eminence, it is commonly believed, leads through the valley of the shadow of death, and like the old prophet of Israel, the scholar has often climbed the Pisgah from which he may see the promised land of scientific truth only to die upon its summit.

Not in the nature of man must we look for the reason of all this, but in the general neglect of physical education. Strength of intellect is by no means inconsistent with strength of muscle, and study need not, from the necessities of the case, prove "a weariness to the flesh." Our school houses have too many of them been mere slaughter houses of children, and on the tombstones of thousands might be written, (as was proposed in a certain case,) the epitaph

"Died of a high school." Our system of education, confining as it does the child at far too early an age to close and crowded rooms, and urging him on by unnatural incentives to excessive mental effort, without any care for a corresponding development of the bodily powers, has slain its tens of thousands of the brightest children in the land. And, yearly, thousands of little forms are laid in the grave stricken down by these causes, while thousands more drag on an enfeebled and miserable existence, with broken constitutions, and confirmed disease.

It is matter of rejoicing that here and there are springing up school houses built with some slight reference to the health and happiness of the pupils, but well ventilated school houses are not enough. This is merely negative. Physical education, to secure vigor of body and high health must be positive: it must have its teacher and apparatus, its regular hours of study and exercise.

A well-furnished Gymnasium should be connected with, at least, every Union School. That school district should be presented by the grand jury, which collects together from 300 to 800 children in the same building and subjects them to six hours' daily confinement at study without any provision for the healthful exercise of the physical powers. Such a number of children can not get sufficient exercise in the time usually devoted to that purpose, in the ordinary play ground. Twelve or twenty boys would complete a game before this larger number had begun to play, besides the more active players will monopolize the games in a large school and the vast majority will sluggishly look on till the bell recalls them, all unrefreshed, to study. Could one of the six hours of school time be spent in gymnastic exercises under a competent instructor in physical education, who can doubt that the remaining five would yield more real progress in true learning than the whole time now affords.

Nor are the ordinary sports of the play ground at all adequate to a full physiological exercise of the body. Boys love to do those things which they can do best, and thus the strong muscles are made stronger while the weak ones are not benefitted or even injured. It is a common fact that children often return home, sick from excessive play, and more than one death has occurred from this cause within the writer's remembrance.

For these difficulties the gymnasium offers the only remedy, and never till a set of good gymnastic apparatus shall be provided for each school, will education be pursued but at the peril of health and life. The best schools at the east have, for years, had gymnasiums connected with them, and with the best results both upon the health and happiness of their pupils. More vigorous exercise can be gotten in a good gymnasium in fifteen minutes than can be obtained in an hour elsewhere, and it has the farther advantage of being general; bringing every muscle into play, and giving just the exercise that each one may especially

need. A pupil of ours who had been troubled for some months with violent headaches which seriously interfered with his studies, found himself speedily relieved on entering upon a course of gymnastic exercise, and continued to grow strong and robust, though applying himself to study with a diligence that, under ordinary circumstances, would have induced severe illness. If any one would know the full value of such exercises in securing health and strength, and in removing disease, let him attend the gymnasium rooms, next to Firemen's Hall, Jefferson Avenue, Detroit, kept by that accomplished gymnast, W. Merritt, and witness the buoyancy and vigor with which not merely boys but grey-haired men enjoy the exercises. Let him hear the tales of returning health and increasing strength which fall gratefully from every lip, and bear the amplest testimony to the high utility of this institution.

The citizens of Detroit owe a debt of gratitude to the energetic proprietor of this gymnasium, for the opportunities he is affording to our jaded professional and business men for an hour of pleasant and healthful exercise.

We will, in another number, give a description of some of the simpler apparatus which might easily be erected on the play-ground of any school; and, in the meantime, why will not some of our wealthier towns which are about to erect, or have just completed, fine Union School houses, take this matter into consideration and erect on their play-grounds a school-room for the body, which may save many a valuable life, and render it safe to be a good scholar. We appeal to the citizens of Jackson who have done so nobly in building a palace-like temple of learning, and to the good people of Ann Arbor and Niles, who have devised things so liberal and wise for popular education in their midst. Who will first set the example to the Union Schools of Michigan? We add, in conclusion, a hope that our State Normal School will, ere long, place gymnastics on its course of study, and that its pupils may be sent forth to their work good gymnasts, as well as good grammarians, and able to train the physical as well as the mental and moral nature.

We are glad to be permitted to refer any who may want specific information, or estimates for building and furnishing gymnasiums, to Mr. W. Merritt, of the Detroit gymnasium.

BE PUNCTUAL IN ALL THINGS.—It is astonishing how many people there are who neglect punctuality. Thousands have failed in life from this cause alone. It is not only a serious vice in itself, but it is the fruitful parent of numerous other vices, so that he who becomes the victim of it gets involved in toils from which it is almost impossible to escape. It makes the merchant wasteful of time; it saps the business reputation of the lawyer, and it injures the prospects of the mechanics who might otherwise rise to fortune; in a word, there is not a profession, nor a station in life, which is not liable to the canker of this destructive habit.

For the Journal of Education.

FEMALE EDUCATION.

THERE seems a strong, and still increasing, conviction in the minds of our more advanced classes, that woman is entitled to equal advantages of education with man.

With such, the question is, not whether she shall have it, but whether the sexes shall be educated together. The student of harmonic nature, who has read in the adaptation of Creative Power, the beauty and harmony of the universe entire, says, "separate not the higher and more essential parts."

If the adamantine pebbles of the stream are smoothed by the play of waters around them, not less are those waters made to dance in beauty above them.

The dallying winds which gracefully bend the rose upon her stem, or sweeping through the grand old forest, receiving her welcome of waving boughs, go joyfully on, freighted with the fragrance of the one, and the melody of the other. Thus through the realms of nature affinities strengthen as they approach divinity.

But what say facts? Are our schools in which the sexes unite more or less successful, than those in which they are separated? In which do we find the most enthusiastic desire of progress? In which the more true, refined, and noble manhood; the more delicacy, strength and true lovliness in woman? Is it not where daily intercourse develops in each the true majesty and beauty of each. In a word, the true worth of man as man, of woman as woman?

In attending the commencement exercises of the Normal School, on the 2d ult., and mingling with surrounding citizens, we heard no complaints of the refractory character of its students, we saw nothing to stamp the young men as rude and ungentlemanly, the young ladies as weak and simpering; but, judging from appearances, the institution, its faculty, and the students, may justly (as they are) be a source of true pride to our young state.

Thence visiting in the vicinity of an institution of prouder name and greater wealth, our inquiries were answered in a manner which would have astonished us had we not before heard like reports. There was no respect felt for the institution, and complaints made against its students which would shame the face of the lowest plow boy.

We could but ask "Why is this?" We could not believe there was no love of knowledge, no fine intellects in that institution; we could only solve the problem by considering a powerful element of success lacking, and was further confirmed in this conclusion by turning to our model boarding schools for

young ladies, and finding there an equal failure. We do not want the rude boor or silly fop in the place of man, nor the simpering miss or prudish demure in woman's stead; we want true men and true women, and we can only have such by developing nature truly. Shall we have separate colleges for woman? Why not open those already built to her; and who shall say there will not be need to triple them? An institution cannot truly thrive when the people do not respect it, and respect can spring from true worth only, or at least, a resemblance to it. The "college student!" and "boarding school miss!" are at present, terms of questionable honor at most, yet it is not because education is cheaply prized, although it has so long been associated with them that great indifference is often manifested to the subject. Let us have true and noble fruits, and the fostering care which developed them will be truly and reverently loved.

P. F.

NEW YORK STATE IDIOT ASYLUM.

A few years since, the country people in the neighborhood of the old Bull's Head tavern on the Troy Road, when they were told it was to be fitted up as a school house for idiots, shook their heads, and pretty generally agreed that folks who thought natural fools could be taught anything, were but little better than natural fools themselves.

The school was opened, however, and has gradually risen in popular favor until now the old Bull's Head has got too small to accommodate the large number of pupils for whom applications pour in from all parts of the state. The state, to whom no small portion of the credit of making the experiment belongs, is now erecting a large asylum at Syracuse, where the purposes of the institution can be more fully and effectively carried out.

The present building stands a little out of the city limits, a few rods back from the turnpike. It is a plain, unpretending brick house. Inside, it looks very much like any other boarding school. If you visit it to see its operation, Dr. Wilbur takes you first into a small building, disconnected with the main one. This room, you, at first perhaps, conjecture to be a gymnasium, for two ladders run up to the ceiling, while a third is laid across horizontally, connecting them, and under it is a mattress. There are two square tables, around which are seated perhaps a dozen boys and girls of six to sixteen years old, apparently playing with the blocks, colored balls, printed cards, &c., that lay on them. A young man at one, and a young woman at the other, are talking to the children constantly in loud, but cheery kindly tones, as if stimulating them to go on with their work or play, or whatever it is. The pupils do not have the vacant stare nor the low retreating foreheads, nor exhibit the personal neglect you expected. One or two have unprepossessing faces, and three or four are cross-eyed, but nearly all look intelligent, and all are neat; some quite pretty. You are a no-

velty to them, and they follow you with gratified eyes: most of them laughing heartily. This is the first indication they give you of being idiots, for were they sane and sensible they would understand that visitors are not always a matter of rejoicing.

These are the newest comers. Here are one or two as yet scarcely taught even to use their senses. That girl's eyes wander restlessly over every thing in the room, but waive your handkerchief before them, and she will never notice it or separate it in her vision from the maze of objects that flits before her dull comprehension. Shout at that boy's ear, and he will hardly pay more attention to it than to a post. Put an icicle, or a red hot coal in his hand and he would scream with pain, but he would not know enough to turn his hand over to let it drop. Throw yonder club at him, and he would not lift a finger to save himself, but would laugh insanely as it struck him down, and never knew what hurt him. A desperate task, indeed, to teach these eyes to see, ears to hear, and benumbed brains to think!

The teacher hangs one of the boys on the ladder by the hands. He has but to let go to drop a few inches upon the soft bed underneath. But he has no sense to teach him that. He clings tightly to the round, and perhaps cries at the pain the act gives him, but he does not move. The teacher puts his arm round him and lifts him up, lifts his hand, places it on the next round and cheers and encourages him in a kind loud voice. Then the other hand. And so after repeated lessons it is at last almost forced upon his sluggish mind, that he can use his hands and feet to reach the floor.

Another who has been some months at the institution is called to show his acquirements. His delight runs over out of his eyes, and he breaks into a broad grin at the opportunity. He runs up the ladder, down it, under it, over it, backwards, forwards, head foremost, feet foremost and finally throws himself into the teachers arms, with an exulting burst of irrexpressible laughter. He has been taught to do onlywhat can be taught to dogs and cats; but with less natural intelligence than they, it is a wonder that he can be taught at all.

Another means of rousing and fixing the dormant faculty of attention is by throwing from hand to hand a ball or stick, as boys play "catch." Two who have become expert at this engage in it, with a nervous straining of every muscle, that denotes what a tremendous mental effort the simple act requires when such intellects are called upon to perform it.

The little circle around the first table are being taught to put, first one white then one red bead, alternately, upon a string. Then two white, and two red, &c. They do not learn it immediately, nor in an hour, nor a day, perhaps not in a week or a month. But when they *do* learn, they have gained an idea of *number*—the first in all their lives. And when they have learned it—such extravagant joy! When an idea does enter their poor darkened brains, it is like the thought that occured to the Greek philosopher in his bath—making him leap out half-dressed and run through the streets shouting—"Eureka"—"I have found it." Nowhere is there a pupil that is so greatful to you for a new thought as this poor idiot that has never learned the use of thoughts at all.

Thus the system proceeds. It begins with the simplest of all impressions, the very foundation. Here is a row of circular blocks of different sizes, and there is a row of holes into which they respectively fit. The idiot is taught to put each in its appropriate place, and thus he makes his first *comparison* and

gets his first idea of *size*. There is a set of red, green, blue, yellow and white balls and cups. To fit each ball to its proper cup leads him to a comprehension of difference in *color*. Another set of various shaped blocks teach him form.

When he has advanced thus far he can be taught to recognize a word printed on a card. But he recognizes it as you do a face, by its general aspect, not by its component parts. Upside down, or right side up, it is all the same to him. By degrees he is brought, first to know its meaning, then its separate letters, and then to trace it on the blackboard. When he can do this, he has reached the threshhold on which ordinary children stand when they first go to school. Thenceforth his education is much like theirs, only requiring infinately more patience and perseverence and gentleness.

Next you pass into the main school-room where two dozen or more are assembled. Some are sitting at their desks and books. At one end of the room is a class spelling simple words, and at the other another class naming places, as they are pointed out, on an outline map. The studies are like those of other schools, but not so the pupils. Time after time, do the listless ears turn away, and the dull eyes stare in vacant stupidity. But the teacher's whole heart seems to be set on making them comprehend—she rouses, questions, answers, encourages, smiles, nods and commends, in rapid succession and with unflagging gentle patience. "Now Eddie!" "Quick Fannie! spell it dear." "Think, Harry, that's a good boy!" "You can tell *that*, Kitty!"—patting one on the head, smiling encouragement to the other, and clapping her hands to arouse the attention of a third—for all the world as if they were sound asleep, and she was bound to force the information into their drowsy ears, and out of their sleepy mouths, in order to wake them up. Sound asleep they are intellectually, and so they would remain, if her look and voice were not every moment reiterating something to arrest and fix their irregular wandering train of thought.

At last the slow hesitating answer comes, given with a trembling eagerness of manner, but with the imperfect lisp of early childhood, for few of the idiots when first brought here can speak distinctly Great in Eddie's triumph if the answer happens to be right. Besides the commendations of the teacher, the whole class beam with sympathetic exultation—for in these simple natures there is an implicit trusting confidence and lack of jealousy, that we educated and wise people are strangers to.

Every thing in the studies is made as simple as possible. When the name of an object is to be spelled, the object itself is shown, that they may understand the connection between the word and the thing. Abundance of pictures, maps, globes, and models, illustrate the geographical and historical lessons. In short no pains are spared to strengthen the two faculties, especially weak in idiots—*concentration* and *conception*.

Pass now into the last room. At the blackboard a boy of ten is copying an outline drawing with remarkable fidelity. Another will write his own name, and yours, if requested. Another is performing a difficult sum in long division. Here is a girl of fourteen who cannot speak the simplest word without more exertion than it would cost you to hallo across the street, yet she will name the different countries as you point them out, on an outline globe, describe their inhabitants, productions and physical condition. There is a boy who, besides his idiocy, was pronounced deaf and dumb from his cradle, and came here from the

Asylum for Mutes—yet in less than three years he has learned the elements of English grammar, and will parse you a sentence and give the syntax. And here is another little fellow with a paralized arm, who can set down and work out an algebraic formula better than most boys who possesses all their faculties. When the idiot can master grammar and mathematics, it is clear that he is an idiot no longer. He can carry out a train of reasoning and reflection, and Plato and Newton had no different process whereby to attain the greatest philosophic truths.

It seems strange, and yet it strikes you that somehow those advanced pupils have a more staid and sober look than those whom you saw at first. But so it is. As they enchange a mere animal nature for a human one, they gradually lose that perpetual manifestation of glee so characteristic of idiocy. It is not that they have made intellectual progress at the expense of physical, for they are as plump and rosy. It is not that their development, opening as it does, sources of enduring and deep happiness have made them grave. But it is because a wise Providence partially compensates the poor unfortunate who lacks every thing else, by the pleasing, ludicrous images that occupy his vision, and dance in perpetual succession before his bewildered brain.

Of course while the education of the intellect goes on, that of the moral sense is not neglected. Moral duties are inculcated at each step, and such spiritual truths taught as can be made comprehensible.

The physical teaching and exercise, is not the least important part of the school. From being helpless, brutish, almost, in habits, they are taught to stand, to sit, to walk, to use their hands, to feed themselves, to take care of their persons and clothes, and to conduct themselves like other reasoning beings. One exercise in which the boys take an especial delight is the military manual, which they go through with at the word of command, drawn up in a line, with mimic guns. Sometimes the company is put under the command of one of their own number. In the summer they work in the garden, &c.

At meal time they enter the dining room quietly and in order, and find and take their own seats. If you look in upon the row, with their neat aprons, clean faces and smoothly brushed hair, sitting patiently and decorously until they are helped to the dishes before them, you would hardly believe that they belong to the wild, uncontrollable class of beings that are commonly known as idiots.

That the discipline is firm and strict, you cannot but believe, on seeing these effects of it, and on watching the ready obedience yielded to the teachers. Yet that it is marked by parental gentleness and kindness, cannot be doubted when you see with what eagerness they comply with their teachers' wishes, with what satisfaction they receive their approval, how they turn to them in every difficulty or fear, and what affectionate regard they exhibit for each and all of them. One of the teachers told us she had found them, (saving lack of comprehension) easier to manage than other children of their age. Certain it is, that few schoolmasters can enter their recitation rooms assured of so joyful and affectionate a reception, as that which greets the enterance of Dr. Wilbur. Not only the state, but the world owes him a debt of gratitude for his successful experiment, which we trust is yet to be the means of lifting up into the scale of humanity, many a poor being hitherto left in mental darkness and bodily misery.—*Albany Journal.*

DISTRICT SCHOOLS FORTY YEARS AGO.

The school-house stood in an open place, formed (usually) by the crossing of roads. It was very small, and of one story; contained one apartment, had two windows on each side, a small door in the gable end that faced the road, and a low door-step before it. It was the thing called HOUSE, in its simplest form. But for its roof, windows, and door, it had been a BOX, large, rough, and unpainted. Within and without, it was totally destitute of anything ornamental. It was not even enclosed by a fence; it was not shaded by a tree. The sun in summer, the winds in winter, had their will of it: there was nothing to avert the fury of either. The log school-houses of the previous generation were picturesque and comfortable; those of the present time are as prim, neat, and orderly (and as elegant sometimes) as the cottage of an old maid who enjoys an annuity; but the school-house of forty years ago had an aspect singularly forlorn and uninviting. It was built for an average of thirty pupils, but it frequently contained fifty; and then the little school-room was a compact mass of young humanity: the teacher had to dispense with his table, and was lucky if he could find room for his chair. The side of the apartment opposite the door was occupied, chiefly, by a vast fireplace, four or five feet wide, where a carman's load of wood could burn in one prodigious fire. Along the sides of the room was a low, slanting shelf, which served for a desk to those who wrote, and against the sharp edge of which the elder pupils leaned when they were not writing. The seats were made of "slabs," inverted, supported on sticks, and without backs. The elder pupils sat along the sides of the room,—the girls on one side, the boys on the other; the youngest sat nearest the fire, where they were as much too warm as those who sat near the door were too cold. In a school of forty pupils, there would be a dozen who were grown up, marriageable young men and women. Not unfrequently married men, and occasionally married women, attended school in the winter. Among the younger pupils, there were usually a dozen who could not read, and half as many who did not know the alphabet. The teacher was, perhaps, one of the farmer's sons of the district, who knew a little more than his elder pupils, and only a little; or he was a student who was working his way through college. His wages were those of a farm-laborer, ten or twelve dollars a month and his board. He boarded "*round*," *i. e.* he lived a few days at each of the houses of the district, stopping longest at the most agreeable place. The grand qualification of a teacher was the ability "to do" any sum in the arithmetic. To know arithmetic was to be a learned man. Generally, the teacher was very young, sometimes not more than sixteen years old; but, if he possessed the due expertness at figures, if he could read the Bible without stumbling over the long words, and without mispronouncing more than two thirds of the proper names, if he could write well enough to set a decent copy, if he could mend a pen, if he had vigor enough of character to assert his authority, and strength enough of arm to maintain it, he would do. The school began at nine in the morning, and the arrival of that hour was announced by the teacher's rapping upon the window frame with a ruler. The boys, and the girls too, came tumbling in, rosy and glowing, from their snow-balling and sledding.

The first thing done in school was reading. The "first class," consisting of that third of the pupils who could read best, stood on the floor and read round once, each individual reading about half a page of the English Reader. Then the second class. Then the third. Last of all, the youngest children said their letters. By that time, a third of the morning was over; and then the reading began again; for public opinion demanded of the teacher that he should hear every pupil read four times a day, twice in the morning and twice in the afternoon. Those who were not in the class reading, were employed, or were supposed to be employed, in ciphering or writing. When they wanted to write, they went to the teacher with their writing-book and pen, and he set a copy,—"Procrastination is the thief of time," "Contentment is a virtue," or some other wise saw,—and mended the pen. When they were puzzled with a "sum," they went to the teacher to have it elucidated. They seem to have written and ciphered as much or as little as they chose, at what time they chose, and in what manner. In some schools there were classes in arithmetic and regular instruction in writing, and one class in grammar; but such schools, forty years ago, were rare. The exercises of the morning were concluded with a general *spell*, the teacher giving out the words from a spelling-book, and the pupils spelling them at the top of their voices. At noon the school was dismissed; at one it was summoned again, to go through, for the next three hours, precisely the same routine as that of the morning. In this rude way the last generation of children learned to read, write, and cipher. But they learned something more in these rude school houses they learned obedience. They were tamed and disciplined. The means employed were extremely unscientific, but the thing was *done!* The means, in fact, were merely a ruler, and what was called in contradistinction to that milder weapon, "the heavy gad;" by which expression was designated five feet of elastic sapling of one year's growth. These two implements were plied vigorously and often. Girls got their full share of them. Girls old enough to be wives were no more exempt than the young men old enough to marry them, who sat on the other side of the schoolroom. It was thought, that if a youth of either sex was not to old to do wrong, neither he nor she was too old to suffer the consequences. In some districts, a teacher was valued in proportion to his severity; and if he were backward in apylying the ferule and the "gad," the parents soon began to be uneasy. They thought he had no energy, and inferred that the children could not be learning much. In the district schools, then, of forty years ago, all the pupils learned to read and to obey; most of them learned to write; many acquired a competent knowledge of figures; a few learned the rudiments of grammar; and if any learned more than these, it was generally due to their unassisted and unencouraged exertions. There were no school-libraries at that time. The teachers usually possessed little general information, and the little they did possess was not often made to contribute to the mental nourishment of their pupils.—*Parton's Life of Greeley.*

THE BEST QUALITIES.—The best part of human qualities are the tenderness and delicacy of feelings in little matters; the desires to soothe and please others; the minutiæ of the social virtues. Some ridicule the female attributes, which are left out of many men's natures; but I have known the brave, the intellectual, the eloquent, possess these qualities; the braggart, the weak, never. Benevolence and feeling enoble the most trifling actions.

How to Learn.—We once knew an old lawyer, who, when a new student presented himself, put Blackstone into the young man's hands. "Read that for a year, he was accustomed to say, "and then I'll give you something else." To spend a year over a single treatise, comprised in but four volumes, seemed at first but a useless waste of time. The student, if a quick reader, had generally finished the book in a month. But the preceptor was invariably inexorable. "You think you know it, do you?" he would say, sarcastically. "Well, what is the rule in Shelly's case?" Perhaps the youth had been fortunate enough to notice and remember the abstruse distinction taken on that famous trial. But, even if he had, the old lawyer was sure to trip him up in five minutes, on something else. Back to Blackstone the student went, at last aware of his deficiencies, and read, and noted, and analyzed for, perhaps, a couple of months more. Then he returned to the old story that there was nothing left to be learned. But the thorough old common-law advocate soon caught him again. When Blackstone at last was finished, it was finished, as it were, for life. Every line almost was fixed for ever in the student's mind. He could look back, mentally, over the four volumes, as a spectator gazes from a mountain top over a wide champaign country spread beneath him, and map out the whole without a single omission or blunder. He had a life long clue to the labyrinth.

The old lawyer's plan of teaching law is the only correct plan of teaching anything. Boys or girls educated on a similar thorough system, at least know what they are talking about, when they talk at all. They have acquired discipline of mind, and clear ideas with it. If they undertake to write, they write sensibly and correctly. If they converse, they speak to the point. If they are called, in the duties of life, to decide in some novel combination of circumstances, they think accurately, because they know immediately where to look for the keystone of the problem. The vast field of knowledge is no longer a labyrinth to them, for the clue to it in a disciplined mind and a capacity to study properly. It is never difficult to recognize such persons, even in a five minutes' conversation. They are distinguishable, at a glance, from those imperfectly educated individuals of either sex, who, to use a simile of Lord Bolingbroke, rattle on as meaninglessly as alarm clocks that have been sprung prematurely.—*Ledger.*

Learn Everything, but Know Nothing.—It is the fault of modern academies generally to attempt to teach too much. The popular notion, that the more studies a pupil has the better must be his education, is radically wrong; and yet instructors, who know better, in order to make their schools flourishing ones, truckle to this idea. But a good education depends less on on the number of branches studied than the thoroughness with which a few are mastered. Far be it from us to say that a child should remain in ignorance of geography, arithmetic, spelling, history, or other necessary branches. This is not what we mean. What we do mean is, that our children should be taught these fundamental studies thoroughly, before they are carried forward to others of less importance, or instructed in what are merely accomplishments. We maintain that the woman, who writes and speaks her own language correctly, has a more finished education than she who cannot spell common English words, though she may jabber bad French. We assert that the boy, who has mastered one thing thoroughly, whether it be the mathematics, the humanities,

or the idioms and structure of his native tongue, stands a better chance to succeed in life, than he who can conjugate in a dozen languages, dead or living, and is, therefore, no proficient in either of them, or in his own.—*Ledger*.

"A man can do whatever he will, if he only be a good man."

Parental.

For the Journal of Education.

VISITING SCHOOLS.

Permit me to call the attention of the readers of the Journal to the subject at the head of this article. Having been engaged, for a term of years, in the school-room, I have felt the chilling influences arising from a neglect of one of the most important duties of parents. Few will deny the force of the obligation resting upon those who, more than all beside, are fitted to encourage the youthful mind in its early struggles in the attainment of knowledge. But how few regard it as no less a privilege than a duty to be occasionally present with their children in the school-room. Having little inclination to enter the nursery of the coming generation, or fearing to intrude upon the teacher in his labor of love, they stifle the calls of parental interest, and suffer their children to go and come, too little heeded, from term to term and year to year, till youth ripens into manhood, and the seed-time of life is forever past.

Perhaps, through the influence of faithful teachers, and their own perseverance, the future actors on the theatre of life, have formed habits of mind, well calculated to fit them for their stations in society. But how would a warm sympathy from parents, have contributed to the elevation and advancement of ambitious and inquiring minds? Home influence may, and often does contribute to this result; but the same influence would be trebled by carrying it to the school-rooms. How does the mere fact of the parental presence urge the child to an exhibition of the utmost interest in, and intimate acquaintance with, his lesson! Were it an established practice among parents frequently to visit the school, there would arise an uncontrollable desire in the heart of each child to merit approval. And when such approval is frankly given by an interested parent, who would fail to perceive the pleasure it imparts, as evinced by the sparkling eye and the glowing cheek?

Nor do parents rob their *children* only, but they deprive *themselves* of a holy pleasure, by neglecting to perform a duty, prompted by an interest such as

none but a parent can feel, and none but grateful children appreciate. Would parents exhibit that interest, they would thereby swell the debt of gratitude due their faithful care, which well taught children would not repudiate. No! there is a fountain of the heart whence flows the streams of gratitude and love; and that fountain was never more effectually opened than by a holy, parental vigilance over, and a deep and abiding interest in, the welfare of the youthful mind, entrusted to the parent's fostering guidance.

Teachers whose hearts are engaged in their vocation, derive much encouragement from a manifestation of parental interest in the progress of their children. Those who serve only for pecuniary reward, may prefer to avoid the scrutiny of the parent; but the faithful, devoted instructor of youth, who has far higher, holier aims, than his own emolument, courts the kindly criticism of those he serves. He not only *desires* their careful inspection, but *demands* it at their hands, as a duty to himself and his pupils. Many seem to labor under the idea that the responsibility belongs to the teacher alone; consequently, when he is employed and his labors commenced, they very ungenerously throw the burden of a community upon a single person, while they move about free from care. Now, in the name of the fraternity, I protest against such injustice. Let parents not esteem too lightly their duties and privileges; but cheerfully assist to bear the burdens, and share in the joys of the faithful teacher.

It is inconsistent to demand of a teacher a deeper interest in the welfare of the child than its own parent cherishes. In other matters, men are not slow to perceive what affects their interests. The farmer carefully directs his assistant how to perform his duties; nor does he rest satisfied with a mere injunction, but goes in person to see that his requirements are fulfilled. So with men in all the business transactions of life. But, (strange contradiction!) a different law obtains in the employment of men to train the immortal mind. *They* are left to perform *their* duty unaided by their employers, who are too busy in the field, the work-shop, or the counting-room, to devote an hour, or a *thought* to the humble teacher, who is, indeed, in "*loco parentis*" in the school-room, though this post of honor is not to be accorded to others who assist in more *material spheres* of labor.

In conclusion, let us inquire, how may the faithful, earnest co-operation of parents be obtained? First, their attention must be awakened by earnest appeals which shall induce a spirit of investigation, and lead to correct views of their own duties. To render the accomplishment of this object a matter of easy attainment, an educational journal of high tone becomes eminently necessary. Such a desideratum is furnished in the Journal of Education, presenting a medium of intercourse between teachers and parents, where the various topics, relating to the subject of education, may be freely discussed with honest desire

to educe a true theory, which shall be reduced to practice. As auxiliary to the Journal let those who are already enlisted in the work of elevating the grade of instruction, and instructors, especially parents, actively engage in the cultiva tion of a correct public sentiment, by the introduction of the Journal into every family where possible; and Michigan may stand proudly pre-eminent among the sister states of the Great West, as the noble patroness of science and art.

M. D. G.

New Harmony, February 24th, 1855.

WHAT MAKES THE DIFFERENCE.

"What makes the difference?" said James Clay to his neighbor, Wm. Wiseman. "Our boys are of the same age, and nearly matched in ability; they both attend the same school and yet yours is by common report much the better scholar. I have spared no expense; Ned has all the books he wants and has not been kept from school a single term, while your boy, John, was certainly out of school all last summer."

"I do not know," replied Mr. Wiseman, "John has surely no advantage in the way of talents; he studies hard and steadly for all he gets. It is true that he has been out of school occasionally for a term to help me on the farm, but when he does go he goes regularly, every day, and soon gets as deeply interested in study as ever."

"Ah! there is the difference. I have often permitted Ned to stay out a day or two, to visit with cousins or to enjoy a show, and his mother has often retained him at home for fear of a storm, or because she fancied him unwell. Mr. Jones our new teacher, told me the other day, that Ned had already been absent ten days, although the quarter is not more than half gone. I thought he had been unusually steady in his attendance, and begin to fear that I have permitted much more irregularity than I was aware of. I see now that I have done my boy a great injury, but hope still to make amends. But John, too, you say, is out occasionally for a whole term; does not this destroy his interest in study?"

"No; when he is out of school, he has his regular work to do, and I have learned that habits of steady, patient effort, which after all are one of the most valuable results of education, can be cultivated on the farm as well as in the school room. When he returns to school he finds himself behind his class it is true, but his habits of hard work follow him, and he soon resumes his place."

"How does Ned spend his time at home?"

"I do not know," replied Clay, thoughtfully; "he is usually in the street with the boys of his acquaintance."

"Do you ever question him as to his studies?"

"No; he don't like to answer my questions, besides, I have no time."

"Here, then, is another reason for the difference, friend Clay. I believe that the better part of even book education, is gained at home. A few questions from the parent will render practical the lessons of the day, and send the boy to school with a new zeal the day after. I begin by questioning John, and he usually ends by questioning me, till I scarcely know which has learned the most by the process. My boy has been my pleasantest companion and I have had my full share of the advantages of his school."

"But I suppose you have at least, gone sometimes to the school room to see how matters were going on there."

"No," replied Clay, "the old excuse—I have no time."

"Another reason;" said Mr. Wiseman, shaking his head. "I visited the school in the first place, to encourage my son's teacher, and to see how John studied, and it became more and more pleasant every time. Here then, are four good reasons for the difference between John and Ned.

"1st. John's attendance is regular; Ned's is not.

"2nd. John is accustomed to steady work when out of school, and plays only as an occasional recreation; while Ned knows no employment but play, which teaches him neither patience nor perseverance.

"3d. Ned gets no encouragement or explanation at home in his studies, while John gets both.

"4th. John often sees his father in the school room, and learns to think that it is something more than a place to keep children in.

"Here, Mr. Clay, is the secret of the whole matter. The difference lies not in the boys, nor in their schools, but in these four points of difference between us as parents."

"I see it; I see it," responded Clay, "Ned has lacked not talents nor teachers, but he has wanted a father's faithful care. I see that no school can succeed without home influence, and no teacher can relieve the parent from all responsibility. I have either hindered or neglected the teachers of my son, and now they have their revenge; my boy is an idle, ignorant, dolt, a shame to me and a burden to himself."

Years have passed. John Wiseman and Ned Clay are men. John, now Prof. Wiseman, presides over a venerable and influential institution of learning, while Ned sells cigars and cider in the bar of a second-rate hotel.

Professional.

For the Journal of Education.

DARK DAYS.

Who has not seen them? or rather who has not felt them? We do not mean days darkened by a solar eclipse, nor days of cloud and mist and rain; but days in which a settled gloom has filled the skies of the inner life, and the soul itself has walked amidst shadows. It may come from a fit of indigestion, it may have been the penalty of some egregious folly or the shadow of some deep grief—but come whence it will, and how it will, it creeps over the mind with its chilly gloom like a cloud from the "valley of the shadow of death."—Every faculty of the soul seems to grope feeble and fearful, and the thoughts come dressed in mourning, as if to grace a funeral. The pleasant memories of other days look like ghosts in the sickly light, and bright eyed hope is changed to grim looking apprehension. Mirth seems mockery, and the heart seeks companionship with morbid melancholy or fretful discontent. Reader, hast thou not known such days? days in which the soul seemed changed to a volcano, with a Niagara cataract contending in it for the mastery, now belching forth hot floods of tears, and now fierce fires of wrath; a sort of indescribable day in which the man sees himself as others see him, and is filled with mingled madness and mortification at the sight.

Teacher, hast thou not known such days? days when the task of teaching was doubly tedious, and even terrible; when the dull child seemed doubly dull, and the mischievous boy out-did himself in giving trouble, when no lesson was well learned, and even the good scholars seemed idle, restless, and stupid; the gloom of ignorance enwrapped the whole school room, and the labor of weeks seemed lost in an hour? Happy art thou if no such days are marked on thy school calendar!

In no place, is such a day so full of difficulty and of danger as in the school room. The labor of months may be sacrificed by its petulance and irritability, and wounds inflicted upon the minds of pupils which never may heal. "Know thyself," poor teacher, and if ill health or nervous exhaustion induced as it often is by long confinement in the unwholsome atmosphere of some miserable school room, or any other cause, has cast a cloud over thy spirit, beware of charging upon your poor dismayed pupils the evils that exist in yourself. Undertake not to teach till the cloud has passed away. "If a man walk in the night he stumbleth because there is no light in him." Sit down quietly amongst your

pupils, cast off the care of recitations, and let the murmur of their pleasant studyings fall soothingly upon your spirit's ear; or turn your own attention and their's away from the dull routine of daily tasks, and engage in such general exercise or amusement, as you may feel inclined to, till the gloom is gone. Go forth with them to the play ground, and watch awhile their sports, then gather them around you to hear some story of their country's history, or some lecture on the stones, or trees, or flowers, the employments and trades, &c., about them. Thus may the cloud which darkened your morning be over-spanned by the rainbow of promise at night, and your own soul filled with the peaceful beauty of its radiance.

MILTON.

HINTS TO TEACHERS.

1. NEVER get out of patience with dullness. Perhaps I ought to say, never get out of patience with anything. That would, perhaps, be the wisest rule. But, above all things, remember that dullness and stupidity (and you will certainly find them in every school) are the very last things to get out of patience with. If the Creator has so formed the mind of a boy that he must go through life slowly and with difficulty, impeded by obstructions which others do not feel, and depressed by discouragements which others never know, his lot is surely hard enough, without having you to add to it, the trials and sufferings which sarcasm and reproach from you can heap upon him. Look over your schoolroom, therefore, and, wherever you find one whom you perceive the Creator to have endowed with less intellectual power than others, fix your eye upon him with an expression of kindness and sympathy. Such a boy will have suffering enough from the selfish tyranny of his companions; he ought to find in you a protector and friend. One of the greatest pleasures which a teacher's life affords is the interest of seeking out such a one, bowed down with burdens of depression and discouragement—unaccustomed to sympathy and kindness, and expecting nothing for the future but a weary continuation of the cheerless toils which have embittered the past; and the pleasure of taking off the burden,—of surprising the timid, disheartened sufferer by kind words and cheering looks, and of seeing in his countenance the expression of ease, and even of happiness, gradually returning.

2. The teacher should be interested in *all* his scholars, and aim equally to secure the progress of all. Let there be no neglected ones in the schoolroom. We should always remember that, however unpleasant in countenance and manners that bashful boy in the corner may be, or however repulsive in appearance or unhappy in disposition that girl, seeming to be interested in nobody, and nobody appearing interested in her, they still have, each of them a mother, who loves her own child, and takes a deep and constant interest in its history. Those mothers have a right, too, that their children should receive their full share of attention in a school which has been established for the common and equal benefit of all.

3. Do not hope or attempt to make all your pupils alike. Providence has determined that human minds should differ from each other, for the very purpose of giving variety and interest to this busy scene of life. Now if it were possible for a teacher so to plan his operations as to send his pupils forth upon the community, formed upon the same model, as if they where made by machinery, he would do so much towards spoiling one of the wisest of the plans which the Almighty has formed for making this world a happy scene. Let it be the teacher's aim to co-operate with, not vainly to attempt to thwart, the designs of Providence. We should bring out those powers with which the Creator has endued the minds placed under our control. We must open our garden to such influences as shall bring forward all the plants, each in a way corresponding to its own nature. It is impossible if it were wise, and it would be foolish if it were possible, to stimulate, by artificial means, the rose, in hope of its reaching the size and magnitude of the appletree, or to try to cultivate the fig and the orange where wheat only will grow. No; it should be the teacher's main design to shelter his pupils from every deleterious influence, and to bring everything to bear upon the community of minds before him which will encourage, in each one the development of its own native powers. For the rest, he must remember that his province is to cultivate, not to create.

4. Do not allow the faults or obliquities of character or the intellectual or moral wants of any individual of your pupils, to engross a disproportionate share of your time. I have already said that those who are peculiarly in need of sympathy or help should receive the special attention that they seem to require; what I mean to say now is, do not carry this to an extreme. When a parent sends you a pupil, who, in consequence of neglect or mismanagement at home, has become wild and ungovernable, and full of all sorts of wickedness, he has no right to expect that you shall turn your attention away from the wide field which, in your whole schoolroom, lies before you, to spend your time and exhaust your spirits and strength, in endeavoring to repair the injuries which his own neglect has occasioned. When you open a school, you do not engage, either open or tacitly, to make every pupil who may be sent to you a learned or a virtuous man. You do engage to give them all faithful instruction, and to bestow upon each such a degree of attention as is consistent with the claims of the rest. But it is both unwise and unjust to neglect the many trees in your nursery, which by ordinary attention, may be made to grow straight and tall, and to bear good fruit, that you may waste your labor upon a crooked stick, from which all your toil can secure very little beauty or fruitfulness.

The school, the whole school, is your field,—the elevation *of the mass*, in knowledge and virtue, and no individual instance, either of dulness or precocity should drag you away from its steady pursuit.

☞Banish all books at recitation except in reading. Ask two questions out of the book for every one in it. Be sure that every scholar can repeat and answer every question asked before dismissed from the class. Call on scholars promiscuously. Let them question the teacher, and each other. Keep every eye fixed and every mind active. Do not usually sit before a class. The class must see the teacher enthusiastic. Be quick—be precise—be in earnest. —*Racine Teacher.*

LETTERS TO A YOUNG TEACHER—2D SERIES.—No. 1.

DEAR TEACHER:

Many kindly wishes for the renewal of this one sided correspondence having been expressed by the readers of the Journal of Education, I again resume my pen. But I must be permitted in these letters to turn away for a time at least, from the business of your school room, and write to you of yourself. You, like a large proportion of our young teachers, feel that you are still but a student—that your education is by no means complete,—and are often looking about for the means of self-improvement.

First, then, cherish this earnest desire for self-improvement. It bespeaks something of nobleness in whomsoever it exists, and is the germ of all greatness and goodness. Sorry enough is the condition of him who has no sense of his need of higher knowledge or greater excellence. A close inspection will show that his vanity has mistaken the limits of his narrow capacity for the boundaries of all useful science, if not of the universe itself, and thus the absence of desire is generally proof of want of capacity. But let it not be a mere selfish desire; a wish to shine in order to attract and dazzle others. Seek knowledge for its own sweet sake, and because it will ever lead you nearer the Infinite One; and recognize with every acquisition in intelligence or power, corresponding obligation to higher usefulness and wider benevolence.

Attempt not too many things. Here lies the rock on which many an ambitious student has wrecked his hopes and ruined his mind. Many a generous and noble intellect has fretted itself away in the vain attempt to grasp at once every excellency that has attracted its gaze. The mysterious power of the mathematician, the magnificent speculations of the geologist or astronomer, the splendid conceptions of the poet, and the subtile disquisitions of the metaphysician whose very language smacks of supernatural insight, attract the student in quick succession, and like the ass in the old Grecian problem which placed midway between two equal bundles of provender, perished before it could make a choice, he wastes the days of study in turning from one to the other without ever reaching either. Choose at once. Take any branch in which you are deficient or which your taste inclines to, and when you have begun it, persevere. If necessary, shave your head as did Demosthenes, so that very shame may keep you at your task when courage and hope shall fail. Let the world run mad, if it will, after this, that or the other science; shut your ears; refuse to hear or read any thing else till you have conquered. Be content for a time to be ignorant of the many things, and to be counted a fool, that you may know one thing well.

Finally, do not be in a hurry. Said Sidney Smith, "no time is so poorly saved as that which is saved by reading too fast." Make no bargain as to time in your plans of self-improvement. Let no discouraging thought of the vast amount to be done and the short time in which to do it, ever enter your mind. In short take no thought of time at all. Do steadily and patiently whatever you undertake, and care not whether it shall occupy two months or two years. This fear of time has killed many a noble resolve, while almost every great discovery in science and art has been made at an expense of time that common men would have pronounced folly. It is the weak and coward soul that asks "how long?" and he must be content to travel short roads who insists upon seeing the end from the beginning. The sublime paths of learning will spurn his footsteps.

SENIOR.

TEACHERS, WHY ARE YOU TEACHERS?

The proper answer to this question will determine your qualification for your calling. If it be because you dislike manual labor, and think it degrading to you, you are in the wrong place. You had better abandon your position at once: for you will never honor it, or be profitable to those who have employed you. If it be simply to earn dollars and cents, means by which you may live, teaching is not your appropriate profession. You can earn money at a less expense of conscience in some other way, and not be a stumbling-block before the rolling wheels of education's moving chariot. I would advise you to abandon at once all thoughts of teaching, and enlist in some other calling in which you could render some other than menial service.

But if it be to build up men and women of capacious and powerful minds and of noble hearts, toil on. Gird yourself with strength of body and mind, and prepare for self-denial and great endurance. Look not for earthly reward of perishable material, but think what those become whose minds and hearts you are now moulding. If with the setting sun you lie down upon your couch all worn and weary, think not you lie there forgotten. You have a mighty coworker engaged in the same glorious enterprise. Think it not strange, as you close your eyes in sleep, that you see beautiful sights, hear sweet sounds, and breath exhilarating air. Paul was once caught up from earth into the third heavens. The son of God was ministered unto by angels; and those same angels are still ministering spirits.

As you awake and address yourself to the studies of the opening day, be not surprised at your renewed strength and fire of soul. Some people have bread to eat that others know not of. Be faithful and hopeful. Lean upon the mighty arm, whose omnipotence sustains creation. And if you fall then know that your work is done, and the "master is come and calleth for thee."—*Racine Teacher.*

AN ACT

TO INCORPORATE TEACHERS' ASSOCIATIONS.

SEC. 1. The people of the State of Michigan enact, Any fifteen or more teachers or other persons residing in this state, who shall associate for the purpose of promoting education and science, and improvements in the theory and practice of teaching, may form themselves into a corporation under such name as they may choose, providing they shall have published in some newspaper printed at Lansing, or in the county in which such association is to be located, for at least one month previous, a notice of the time, place and purpose of the meeting of such association, and shall file in the office of Secretary of State a copy of the constitution and by-laws of said association.

SEC. 2. Such association may hold and possess real and personal property to the amount of five thousand dollars, but the funds or property thereof shall not be used for any other purpose than the legitimate business of the association, in securing the object of its corporation.

SEC. 3. Upon becoming a corporation as hereinbefore provided, they shall have all the powers and privileges and be subject to all the duties of a corporation, according to the provisions of chapter 55 of the Revised Statutes of this State, so far as such provisions shall be applicable in such case, and not inconsistent with the provisions of this act.

This act shall take effect immediately.

Approved Feb. 12th 1855.

ABSTRACT OF THE ACT FOR THE ESTABLISHMENT OF A STATE AGRICULTURAL SCHOOL.

SEC. 1. Authorizes the President and Ex-Committee, to select and contract, subject to the approval of the State Board of Education, for a site for such school, within ten miles of Lansing, embracing not less than 500 acres nor more than 1000 acres, at not more than $15 per acre.

SEC. 2. Appropriates 22 sections of salt-spring lands to purchase site, erect buildings, and to furnish and endow the school.

SEC. 3. Authorizes Auditor General to draw his warrants on the State Treasurer for funds on the certificates of the Attorney General, that he has examined title, and of the President and Secretary of the Board of Education of the approval of that Board.

SEC. 4. Authorizes the establisment of the school, stating its title and design.

SEC. 5. Provides that the "course of instruction" shall include the following branches viz:

An English and Scientific course, natural philosophy, chemistry, botany, animal and vegetable anatomy and physiology, geology, mineralogy, meteorology, entomology, veterinary art, mensuration, leveling, and political economy,

with book keeping and the mechanic arts which are directly connected with agriculture, and such others as the Board of Education may from time to time see fit to prescribe, having reference to the objects specified in the previous section.

It also provides for the appointment of Professors by the Board of Education; and that tuition shall be free to pupils from this State. In case more pupils apply than can be accommodated, then each county to have its proportion in the ratio of population.

SEC. 6. Prescribes that there shall be two terms each year, the first beginning the first Wednesday in April; the 2nd, the last Wednesday in December, and ending respectively on the last Wednesday in October and February.

SEC. 7. Authorizes the Board of Education on consultation with the Board of Instruction, to fix the hours to be given to study and labor—the hours of labor in the first term not to be less than three, nor more than four hours each day, and no pupil to be exempted except in case of sickness or infirmity.

SEC. 8. Provides for the government of the College, and directs the Board of Education to fix rates of compensation for labor performed by pupils.

SECTIONS 9, 10, and 11. Prescribe the duties of the President, Secretary and Treasurer of the College.

SEC. 12. Provides for the appointment of visitors by the Superintendent of Public Instruction.

AN ACT

TO SUPPLY THE TOWNSHIP SCHOOL LIBRARIES OF THE STATE, WITH THE MICHIGAN JOURNAL OF EDUCATION AND TEACHERS' MAGAZINE.

SECTION 1. *The People of the State of Michigan enact*, That the Superintendent of Public Instruction be and he is hereby authorized to subscribe for two copies of the periodical entitled the Michigan Journal of Education and Teacher's Magazine, published under the direction of the State Teachers' Associatiation, one copy to be sent monthly to each township clerk in the State, to belong to the township school library, and to be preserved in said library; such subscription to begin with the January number of the present year, (and to continue through two years,) the price of such subscription to be one dollar per annum for each copy; one copy to be forwarded postage paid by the publisher to said township clerk, the other copy to be delivered and preserved in such manner as the said Superintendent shall direct until the end of the year, and then be plainly and substantially bound, at a cost not exceeding twenty-five cents a volume, and then to be forwarded to the said township clerks.

SEC. 2. Upon making such subscription, said Superintendent shall make and deliver to the publisher of said Journal of Education quarterly, his certificate in writing, stating the number of copies subscribed for and sent or delivered as aforesaid, and the amount due therefor at the time of making the certificate, at the rate of such subscription; and the Auditor-General, on presentation to him of said certificate, shall draw his warrant upon the State Treasurer for the amount named in said certificate, and said Treasurer is directed to pay the amount of the said warrant to the holder thereof out of any moneys in the Treasury not otherwise appropriated.

SEC. 3. This Act shall take place immediately.

Approved February 9, 1855.

EDUCATIONAL SOCIETIES, &c.

OAKLAND CO. TEACHERS' ASSOCIATION held its second meeting February 28th and March 1st, at the Academy in Clarkston. Mr. Geo. Newcombe of Mt. Clemens filled the chair, and Rev. A. E. Potter, opened the meeting with prayer.

Able reports are said to have been made on the subjects of Grammar, Mental Arithmetic, Geography, Punctuality and order, Neatness and kindness, Subordination and kindred discipline, Music, and on the length of time pupils should be detained in the school room. These reports were discussed at length and with interest.

Profs. J. A. Corbin, of Pontiac, I. C. Cochran of Clarkston, and Mr. Redfield of Orion, were elected delegates to the State Teachers' Association.

The following Committees were appointed to report at the next meeting of the Association: On the best method of teaching written Arithmetic, Mr. Redfield; Analysis of words, Prof. J. A. Corbin; English Grammar, Professor Newcomb, of Milford; Orthography, Mr. Colman, of Oakland; Geography, Dr. Alden; the best method of conducting a primary school during the day. P. M. Parker of Oxford; the best method of conducting recitations, Professor I. C. Cochran.

On motion of P. M. Parker, the delegates to the State Convention were appointed a committee to draft resolutions relative to the duties of School Inspectors in examining candidates for teachers; the same to be presented at the next meeting of the Association.

On motion adjourned to meet at the village of Milford, on Wednesday, the 12th of April next.

I. C. COCHRAN, *Sec'y pro tem.*

St. Joseph's Co. Teachers' Association, met at the Court House in Centerville Thursday evening, March 8th. C. Gurney Esq., called the meeting to order, and after prayer by Rev. B. L. Baldridge, J. M. Gregory of Detroit addressed the Association on the subject of the relative position and duties of the three great classes mainly interested in education, namely parents, teachers, and pupils.

On Friday morning the committee appointed for that purpose at a previous meeting, reported a constitution, which after some amendment was adopted, and the following gentlemen were elected as officers of the Association. Hon. Chas. Upson, President; Dr. John Bennitt, Secretary; Wm. McCormick, Treasurer; Rev. G. V. Tenbrook, and Rev. B. L. Baldridge, members of Executive Committee.

VICE PRESIDENTS.—A. T. Watkins, Leonidas; Dr. Stewart, Mendon; J. C. Johnson, Park; F. J. Chamberlain, Flowerfield; Richard Fulcher, Fabius; Jas. Kelsey, Lockport; Jas. Hazzard, Nottawa; J. W. Knickerbocker, Colon; Geo. Tyler, Burr Oak; H. H. Bresee, Sherman; Jas. Moore, Florence; H. H. Riley, Constantine; Dr. Chase, Mottville; Edwin Kellogg, White Pigeon; A. T. Drake, Sturgis; Jonathan Flanders, Fawn River.

P. M., Prof. Welch led at some length in a discussion of the subject of school discipline, urging that in the school room, the teacher was "in loco parentis,"

and was therefore not subject to the authorative dictation of the parent either in regard to modes of instruction or discipline. He asserted clearly the right of the teacher, to demand and secure the punctual and regular attendance of his pupils. He disapproved of the use of the rod, except in the extremest cases, and argued that its general and frequent use, proved the incompetency of the teacher so using it. The discussion was continued by Messrs. Gregory and Hazzard.

Mr. Gregory then led in the discussion of the subject of Reading, followed by Prof. Welch who introduced some practical exercises in Elocution.

In the evening Prof. Welch delivered an address on the "greatest intellectual good." (We hope to gain for our readers a perusal of this able address.) He was followed by Prof. Patch, in some happy and timely remarks, and by J. M. Gregory.

Saturday morning was occupied in an interesting discussion of English Grammar, by Profs. Patch, Welch, and Gregory. Prof. Patch urged that our grammars of the written language, were not adequate to teach correct speaking, instancing the fact that while the possessive case is regularly formed by adding the letter s, it is in most cases to be pronounced as z. He thought it probable that this letter s, was chosen as the plural termination of nouns, because its sharp hissing sound would not be easily lost even in hurried pronunciation.

After some remarks on the utility of county school celebrations, as a means of arousing public attention, to the subject of education, it was

Resolved, That this Association instruct the Executive Committee to make arrangements for a County School Celebration, if upon thorough inquiry in the various townships it is deemed expedient.

Messrs. Chas. Upson, B. L. Baldridge, and Jno. Bennit, were appointed delegates to the State Teachers' Association.

After the usual votes of thanks, the Association adjourned to meet at the call of the Excutive Committee.

St. Joseph's County has some warm and intelligent friends of popular education, and the movement will go on. As far as we saw, it is a beautiful county, with thriving villages and an intelligent and active people. We shall not soon forget our pleasant sojourn in the pleasant village of Centerville.

MACOMB CO. TEACHERS' ASSOCIATION.—This Association is holding its second session at Mt. Clemens, as we write. The meeting was organized on Monday the 19th March, by appointing Rev. S. P. Barker of Utica, President pro tem., and E. R. Bently Secretary. The mornings have been devoted to institute exercises, the Association having for this purpose resolved itself into three classes, and chosen teachers for the same. The afternoons are occupied with general exercises and discussions.

About 75 teachers are in attendance, and the interest grows with every session. The President, Prof. I. Stone, of Romeo, arrived Wednesday noon, and took the chair. The Association was addressed on Tuesday evening by Dr. A. C. Hewitt, of Mt. Clemens. Wednesday evening, we had the pleasure of speaking to a large and attentive audience, and felt new courage in the cause from the evident interest manifested in some of the dryest details of the subject. D. B. Briggs Esq, of Romeo is expected to lecture this (Thursday) evening, and to-morrow evening the society will be addressed by S. P. Barker of Utica. Thursday afternoon was mainly occupied in the discussion of school discipline.

After some interesting remarks by Rev. Mr. Barker, Mr. A. L. Bingham of Mt. Clemens gave, at some length, his plan for organizing and conducting a school. He would strive by means of charts &c., to interest his pupils, endeavoring, as first requisites, to secure punctuality and neatness. He would insist on order and silence, and secure them at the outset. He complained of the irregularity of attendance permitted by parents, and recommended the plan of formal monthly reports to them of the attendance and progress of their children as a means of interesting them. We were much interested in Mr. B's remarks upon the necessity of a teacher's laying out his work before hand, and writing out a programme of the daily exercises. He drew a vivid picture of the utterly hopeless task, of teaching a large primary school without such a programme.

This Association is an honor to Macomb Co., and it owes no little of its success to the labors of the President, Prof. Stone, who has personally visited many of the townships, and secured the organization of township societies.

Delegates were elected to the State Teachers' Association.

Youths' Department.

UNCLE JOHN'S LETTERS.—No. 4.

TO THE PEOPLE IN THE SCHOOL HOUSES.

My dear Boys and Girls,

If your souls are ever to become strong and wise they must first learn to use certain tools or instruments which their Maker has provided for them. These tools are a pair of windows, a whispering gallery, some telegraphs and a musical instrument. I will tell you in this letter only of the windows, leaving you to guess out the others.

These windows are your eyes. I hope that none of you are so foolish as to suppose that the eyes themselves can see anything, any more than the windows in the school-house. It is the people that look through them and not the windows that see. The soul must learn how to make good use of its windows. All people who look out of the same windows do not see the same things. If a boy and a dog were to look through the same window, the boy would see many things which the dog could not see—for seeing is not merely looking at a thing. Where the dog sees merely a large white object with green spots on it, the boy would see a pleasant cottage with green blinds. So, if a little boy and a great philosopher were looking through the same window the philosopher would see many beautiful things which the boy could not see.

Where the boy sees mere specks of stars the philosopher would see glittering suns and shining worlds. Where the boy sees a green leaf the philosopher would see the beautiful lungs of a tree. In the rocks the philosopher sees the marks of floods and fires that tumbled or burned ages ago—in birds and beasts he sees great families and tribes governed by singular laws and having the most curious habits and instincts; and even the weeds and grass are full of strange contrivances which speak of the goodness and wisdom of God.

If an angel instead of the philosopher were looking through the window, he would see a million glorious sights that the philosopher cannot see. I have no doubt, my little friends, that if we only knew how to see them, this whole world is full of things more bright, and strange, and beautiful than the poets ever thought of, and we might read here, if we only know how to use our eyes, as in a book, what God has been doing here for thousands of ages. Why there are more of wonderful things between your father's house and the school-house than all the travelers in the world ever described. You need not cross the Atlantic to see strange sights. Wonderful experiments in chemistry and philosophy are going on even in your mother's kitchen, and more strange nations live in your father's garden than there are kingdoms in Africa. A book has been written about a hand, and if we knew how to use our eyes aright we might sit on our door steps and see strange sights enough to make the most wonderful book of travels ever written.

The soul, then, must learn to look out of its windows. It should learn to see everything. Look closely at everything, and strive to find out all about it. Ask your teachers and parents to explain what you do not understand, or to tell you where to find it in the books. Look at the birds, the stones, the trees, the bugs, the spiders, and watch to find out all you can about them—how they make their web, what they eat, and how they get their food. Thus teach your soul to see well, and by-and-by you will find beautiful and interesting things wherever you go, and always be growing wiser and happier even when you ramble in the fields or walk along the streets.

Your friend, UNCLE JOHN.

THE IRON MOUNTAIN.

WHO has not heard of the "Iron Mountain of Missouri?" in the county of St. Francis, and in the midst of a fertile and flourishing agricultural region, some eighty miles from St. Louis, and some twenty-eight from the Mississippi, rises this famous eminence of iron. It is thus described by a correspondent of the St. Louis *Republican*:—

"The mountain and the mound consist of masses of iron ore of the richest quality, arranged by the hand of nature in 'ready made' lumps, from the size of a pigeon's egg upward, mixed with a small portion of reddish yellow clay, which itself contains quite a per centage of iron. Thus far the workings—there is no *mining* necessary—have been confined to a small portion of the westerly slope of the mound, the mountain being held in reserve, I presume, for the grander operations of future generations. A few hands, with little labor or cost, pick out enough ore to supply the furnaces. The entire mound, so far as it has been excavated and tested, is composed of these lumps of ore, almost as pure as pig metal, easily separated from the clay which fills the interstices. In many places, scarcely anything but lumps of pure ore, with hardly any admixture, appear. In some parts of the workings, the ore taken out requires no roasting to prepare it for the furnace; but generally it is roasted in immense heaps, which at this time form a large store for future use. When this mound, or that portion of it above the level of the furnaces, is all changed from its crude state to iron, the company may proceed to excavate below that level, or continue eastward a few hundred feet, and attack the mountain itself, which, so far as is known, is but a vastly enlarged edition of the same volume. But at what period will the mound, even, be exhausted? I have seen no calculations, and heard of no estimate of the quantity of ore; but for my own satisfaction, assuming the following data as entirely within reasonable bounds, these results are obtained:—

"Twenty acres, an average depth of fifty feet, yielding, say four tons of ore to the public yard, would produce about six and a half millions of tons of ore; and allowing seventy per cent as the net yield of metal, four and a half millions of tons of iron. If this were taken out at the rate of one hundred thousand tons per annum, it would occupy forty-five years. Unless, therefore, a much larger quantity be yearly disposed of, the present generation of workers will not witness the disappearance of the mound, even to the level of the furnaces. Respecting the quantity in the mountain, it is enough to say that it is practically inexhaustible. The line of the St. Louis and Iron Mountain Railroad passes immediately west of the works, affording easy and most convenient railroad access to the mound, the furnaces, and the base of the mountain." —*Gospel Banner.*

BEAUTIFUL.—We find the following beautiful anecdote in the editor's table of the January number of *Graham:*

We know a beautiful little blue-eyed girl, of some three years old, who was nestled in her mother's arms, at twilight, looking out at the stars.

"Mother," said she, "it's getting dark."

"And what makes it dark, Caroline?" said her mother.

"Because God shuts his eyes," replied the little poet.

A sceptical young man, who was conversing with the distinguished Dr. Parr observed that he would believe nothing which he could not understand.

"Then, young man," said the doctor, "your creed must be very short."

Zeal without knowledge is like haste to a man in the dark.

Why is the life of an editor like the book of Revelations? Because it is full of "types and shadows," and a mighty voice like the sound of many waters, ever saying unto him—"*Write!*"

CURIOUS CHINESE PROVERBS ON CONTENTMENT.—The ripest fruit grows on the roughest wall.—It is the small wheels of the carriage that come in first.—The man who holds the ladder at the bottom is frequently of more service than he who is stationed at the top of it.—The turtle, though brought in at the area-gate, takes the head of the table.—Better be the cat in the philanthropist's family than a mutton pie at a king's banquet. The learned pig didn't learn his letters in a day.—True merit, like the pearl inside an oyster, is content to remain quiet until it finds an opening.—The top strawberries are eaten the first.—He who leaves early gets the best hat.—Pride sleeps in a gilded crown —contentment in a cotton nightcap.

An imaginative Irishman gave utterance to this lamentation: "I returned to the halls of my fathers by night, and I found them in ruins: I cried aloud, 'My fathers, where are they?'—and echo responded, 'is it you, Patrick M'Glathery?'"

THE QUESTI-ONER.

1. Of what use is snow in cold weather?
2. What disadvantages would there be in the trees wearing their leaves the entire year?
3. Are the organs of human speech a wind or a stringed instrument?
4. How many bones are there in the human body?
5. Why will a piece of iron in a cold room feel very cold while a piece of fur feels warm?
6. How does clapping one's hands in a frosty morning make them warm?
7. What English word contains all the vowels in their regular order?
8. Who was king of England during the American Revolution?
9. Who was king of France at the same time?
10. Why is gold more valuable than copper?
11. How can it be proved that the year is 365¼ days long?
12. Why do not men love to play as well as children?

PROBLEMS.

1. A certain quantity of broadcloth was purchased for $1400: if the number of cents it cost per yard be added to the number of yards the sum will be 750. Required the number of yards and the price per yard.
2. Suppose two wheels, the one 4 feet and the other 5 feet in diameter, to be placed at the extremities of an axle 20 feet long; if set rolling on a level surface what would be the diameter of the circle described by the smaller wheel?
3. Required the diameter of a globe, the number of cubic inches in whose solidity is equal to the number of square inches in its surface.

[We will hereafter publish each month answers to the Problems of the preceding month, and would invite our young friends and young teachers to send us solutions. When practicable we will publish solutions sent, if they are meritorious in point of brevity and ingenuity. Send on, also, any problems which you think difficult.]

Editor's Table.

The sun has passed the equator again, and is traveling slowly northward to make us his customary summer visit. The winter schools are closed, and many a boy and girl have finished, with this term, their school-days. Annually thousands thus graduate from our common schools. No newspaper paragraph heralds their names and numbers. They simply gather up their few books and go forth, to tell the world in deeds what has been the character of their training. No parchment diploma, written in sounding Latin, and graced with the names of college presidents and professors, certifies to the world the extent of their studies, nor affixes the initials of a degree in learning to their names; but, unheralded and almost unheeded, they enter the crowded walks of life to battle for independence or fame. If poorly taught, their education is ended; they have closed their books for ever. No new attainment in learning will ever be added to the meagre and pitiful stock of their school acquirements. The tree of learning was planted by a rude, unskillful hand, and no flower or fruit will ever be found upon its dead branches. But, if well taught, their education is but just begun. Trained to observe and think, the soul filled with the love of learning, and the ability patiently to pursue it, the world is a great school-room to them, and all nature a book. Nor has their study of books ended. Literature spreads its rich stores open before their eyes and every year will add to the stores of their knowledge and wisdom.

Could we be permitted to speak to these thousands of graduates of our common schools, we would say earnestly to them: The world of knowledge is open before you, and you may just as freely enter, and gather its immortal and glorious wealth, as you may enter and work in the business world. "With all your getting get understanding." There is honor, and happiness, and power, in the realms of thought and truth, and the true worker there can never fail of his reward. Begin at once: let no day pass without its, lesson; not fast, but thorough, be your motto, and a few years will find you the honored and happy possessor of an influence which the world will feel and confess.

A WORD TO OUR SUBSCRIBERS.

Our next No. will contain 48 pages, instead of 32, and it rests with our subscribers to say whether we shall return again to the small size. If every subscriber will send us, before the first of May, one new name, with the dollar, the thing is determined. Friends and fellow teachers! what say you? will you have 48 pages, or only 32? If 32 pages are worth $1, 48 are worth $1,50. Will not 50 cents, added to the satisfaction of extending the influence of the Journal, repay you for the effort? We confess our earnest desire to enlarge the Journal. We want room for a department more especially devoted to science and literature, which we believe will render the Journal both more useful and acceptable. We shall cheerfully assume the increase of labor, even if the increase of

the subscription list shall no more than meet the additional expense. Fellow teachers, you can accomplish this if you will. Set to work at once, and send the additional names. Send as early as possible.

P.S.—A few subscriptions remain unpaid. Will our friends send us the dollar?

Mr. Editor: I am reluctant to lay any additional sins on the head of that little scape-goat, the printer's boy, thinking both from the quantity and the quality of the article that he may already have an inconveniently heavy load; but I cannot avoid in self-vindication adverting to a few corrigenda in my last communication on the Prussian system of education. *E. g.* on page 82, we find the following, "a mistake which any German would be likely to make; the more so as one word is actually thus used." Please allow me to say, "the more so as *our* word" etc.

"Education in the German includes all which is done for a child" etc. Please read, "Education in the German sense" etc.

"So we can examine the general features of an educational system. I consider it simply as a beautiful organization" etc. I wished to say, "So we can examine the general features of an educational system and consider it" etc.

Yours truly,

J. R. B.

☞ School Inspectors, will you not please commend the Journal of Education to the teachers whom you examine for the summer schools? If you would aid them to teach well, urge them to send for it, and read carefully its pages.

☞ Please notice, also, our advertisement of bound volumes.

ITEMS.

☞ Mr. E. W. Cheesbro, principal of the Union School in Grand Rapids has resigned.

☞ The Travels of Rev. Dr. Duffield, in the East, are in press, and will be issued at an early day. Thomas M. Cook, Detroit, Publisher.

Colleges for Females.—South Carolina has taken measures to establish a colllge for females, and a charter for another has been granted by the legislature of Massachusetts. The work of getting an endowment for it of $100,000 is going on. Petitions for the incorporation of a similar institution have been before the New York Legislature.

Destruction of Nassau Hall, at Princeton, N. J.—The venerable college building, named "Nassau Hall," in honor of King William III. of Nassau, at Princeton N. J., was entirely destroyed by fire, on Saturday morning, March 10th, with most of its contents. It was a large stone building, containing 60 rooms, and was occupied by about 100 students at the time of its destruction. The foundations of the building were laid in 1754. It was greatly injured by the British troops during the revolution, and was burned out in 1802; but was afterwards rebuilt, and has ever since been occupied by the college students. The fire is supposed to have been occasioned by a spark from a wood fire in one of the rooms.

NEW YORK INSANE ASYLUM.

From the 12th Annual Report of the Managers of the N. Y. Lunatic Asylum, we learn that 390 have been admitted during the past year. A large number of applications was refused for want of room. Of those received 106 were house-keepers, and 60 house-servants. The farmers furnish the next largest class, there being 74 farmers and 20 farm-laborers. There were 12 teachers admitted, 7 school-boys, and twelve school-girls. That learning, however, is not more conducive to madness than ignorance, appears, evident from the fact that 72 could only read, 41 had no education at all; these together making 29 per cent. of all—a much larger proportion than is found between the ignorant and educated in the state at large.

Literary Notices.

There lies on our table a large octavo volume of 784 pages, bearing the imprint of Thomas M. Cook, Detroit, and Charles Scribner, of N. Y., as publishers, and entitled *Cyclopedia of Missions*, by Rev. Harvey Newcomb. It contains a full synopsis of those sublime and heroic efforts for the reform and salvation of the human race, known as "Modern Missions." We have always felt our heart kindle with a new love of *humanity* as well as of God, when we have steadily contemplated the superhuman benevolence of purpose and the more than mortal chivalry of enterprise which have contributed to make the history of these missions the brightest page in the annals of mankind. Aside from the deep and thrilling christian interest that hangs around the labors of such men as Carey, Martin, Gutzlaff, Williams and their pious compeers, even the speculative philosopher must ever regard them as presenting some of the most splendid and heroic aspects of human life on earth. There is a deep and absorbing interest then in the pages of this book, and to the thoughtful reader it is one of the most remarkable books of the age. We are glad to hear it is meeting with a wide sale. It has been prepared with evident care and skill, and but few books have been published condensing so much valuable information in so small space. We notice one or two important omissions, but have nevertheless full confidence in the general accuracy of the work. For sale by Thomas M. Cook, Jefferson Avenue, Detroit.

In early boyhood, we were taught to consider Mrs. L. A. Sigourney as the leading female name in American literature. Since then newer names have fallen upon the public ear, and by the mere power of novelty, perhaps, have crowded the older one from notice. But her voice is not yet silent, nor has grim discontent come yet "to chill the winter of her days," as is amply proven by a little book before us, bearing her name, and the characteristic title "Past Meridian." It is tribute to the "beauty" and privileges and enjoyments of old age, and as far as we can see lacks nothing of the luxuriant beauty,

and elevated, womanly propriety of thought and language which graced Mrs. Sigourney's early writings, and which will preserve them in fresh fame when the Fanny Ferns, with their vulgarisms and stick-at-nothing style, shall have been consigned to oblivion. We have only room to say of "Past Meridian" that it is a pleasant book, whose perusal will interest both the head and heart of others besides the "old folks" for whom it was written. It casts a halo of softened light around old age that may not only relieve it of much of its dread to those who are entering the land of lengthening shadows but may commend it to the deeper veneration of the young. For sale by Moore and Selleck, Detroit.

Cyclopedia of Universal Biography. By Parke Godwin.

This is another volume of the library of reference published by A. S. Barnes & Co. It contains 821 pages of closely printed matter, of small but clear type, and embraces a mass of valuable information concerning the great men and women who have lived on the earth that is rarely found in so small a space. We know not whether most to admire the beauty or the usefulness of these volumes of reference. Every library, however small, needs a book of general biograghy, and we reccommend this to our readers.

Human Physiology. By Worthington Hooker, M.D. Published by Farmer, Brace, & Co., N.Y,

This book was designed by its author both for the school-room and for fireside reading. After a slight examination we do not hesitate to say that he has accomplished his purpose. He has treated this interesting science in a way which, while it relieves the dryness of detail so common to mere text-books for study, still possesses sufficient clearness and precision for successful teaching. The illustrations are good, and the whole book wears a neat and elegant aspect which does credit to its publishers.

First Lessons in Geography. By James Monteith. Published by A. S. Barnes & Co., N.Y:

A book for the little ones who love pictures better than lessons, but who will easily be induced to accept these pleasant lessons for the sake of the pictures with which they are mingled.

For sale by Thomas M. Cook, Detroit.

Elements of Geometry, by James B. Dodd, A. M. Published by Farmer, Brace & Co., N. Y.

More time is required than we have at command this month for any extended criticism of this book. A short examination, proves that the author has not followed in the beaten path, or made distinctions without a difference. An entire new arrangement and statement of the propositions of Geometry marks the book, and an examination of several of the demonstrations leaves on our mind a favorable impression of their clearness and simplicity. We commend the work to the examination of teachers.

Harper, with all its well-known attractions, is received and for sale by J. A. Roys, Woodward Avenue.

The teachers of Illinois have established a periodical.

The teachers of Wisconsin have started two papers, one at Janesville and the other at Racine.

These publications are not on hand, or we should notice more particularly. Success to you brethren.

MICHIGAN

Journal of Education

AND TEACHERS' MAGAZINE.

VOL II. MAY. NO. V.

ANNUAL MEETING OF THE MICHIGAN STATE TEACHERS' ASSOCIATION, HELD AT ANN ARBOR.

[The late meeting of the State Teachers' Association was the most interesting and important ever held by this body, and we feel that we cannot furnish matter more acceptable to our readers or more useful to the cause than the following report of the debates, for which we are indebted, mainly, to Mr. H. E. Baker, of the *Detroit Tribune*, and to the *Michigan Argus*.—Ed. Journal.]

Monday Evening, April 2nd.

The President, Mr. J. M. Gregory, of Detroit, called the Association to order. The Secretary being absent, Prof. A. B. Dunlap, of Jonesville, was elected Secretary, pro tem. The exercises of the evening were then opened with prayer, by the President.

Prof. Haven briefly stated to the audience the objects and advantages of the Association. He said: We are not the Congress of the United States; we are not the Senate, nor even the lower House; we are simply a body of Teachers met together for mutual improvement, and to look after the general interests of education. The lawyers, physicians, clergymen and farmers have their associations, why should not Teachers have theirs? Teachers need to meet together to counsel with each other. They are an important class. In New York he had seen a large and expensive building costing more than this church in which we are assembled, and the only purpose for which it was used was to keep five or six coach horses. Now many people seem to desire for their children no better lot than that of these coach horses, viz: a fine stable, plenty of fodder and a good variety of blankets. Even to these, education is an advantage, for in this country it is good stock; more lasting than money and surer than real estate, it cannot be mortgaged, and an educated man, if he has also common

sense, will be sure to push his way in the world. There is another class would add intellectual culture to the stable; they would place a library in the corner, cover the walls with pictures, and the barn floor with statues. He honored this class more than the other, but still they had not reached the highest idea. True education embraced a higher nature. To parody reverently a passage of Holy Writ, he would say now abide these three, the bodily, the mental, and the moral, and the greatest of these is the moral. It is an interesting fact that half of the population in any community is below sixteen years of age, and nearly one-fourth of the population attend school. How large a proportion of the people then are under the care of these teachers?

Hon. D. McIntyre followed in a few remarks. He was glad to welcome this Association. We need your influence here. The Teacher's profession should be elevated, and the Teacher should respect himself. He believed that the Teachers of primary schools should be competent men; the primary Teacher occupies a position equal in importance to any in the profession. Mr. M. remarked further upon the general necessity of education, and defended the action of the Legislature on various educational matters.

The Annual Report of the Executive Committee was then read and accepted, and the Association adjourned to meet this morning at 9 o'clock.

FIRST DAY — MORNING SESSION.

Tuesday Morning.

Opened with prayed by Prof. Estabrook of Ypsilanti.

The Constitution was then read, and the names of members enrolled.

The following Committees were appointed:

On Resolutions.—Profs. Estabrook, O. Jackson, W. W. Jackson, and Misses Canfield and Murray.

On Treasurer's Account.—J. C. Bailey, B. B. Northrup, and G. H. Botsford.

On Union Schools.—Profs. J. Chandler, I. Stone, M. B. Beale, Misses H. M. Cutcheon, and Laura Kenny.

On Supplying Webster's Dictionary to Schools.—Prof. Haven, H. M. Newcomb, E. D. Osband, Mrs. Dunlap, and Miss A. C. Rodgers.

On County Associations.—Hon. Ira Mayhew, Prof. Dunlap, Prof. Winchell, M. S. Littlefield, and C. B. Boyce.

On the Length of School Terms, and Uniformity of Vacations.—Prof. A. S. Welch, Prof. Putnam, Prof. J. R. Boise, J. M. Fuller, and Charles McAllister.

On Journal of Education.—Geo. K. Newcomb, J. M. B. Sill, G. H. Botsford, J. M. Bailey, and Miss Winslow.

The Association then went into Committee of the Whole. H. M. Newcomb, of Milford in the Chair, on the report of Executive Committee.

On motion, voted that the Executive Committee be instructed to take measures for securing the incorporation of this Association.

Moved, That the Association pledge their hearty co-operation to the Superintendent of Public Instruction, in promoting the Teachers' Institutes he may organize under the new law.

The President advocated this motion. He thought the holding of these Institutes one of the most important measures, and fullest of promise, of any that had yet been undertaken in this State. He spoke of the low standard of

character and qualifications of many of the Teachers of the State, and believed that many of them were doing great injury to the children they were attempting to teach. He did not feel much afraid of injuring the feelings of those poor teachers, for we never meet them at Teachers' Associations. And yet he believed many of them would willingly do better if a better way were shown them. These Institutes, if successful, would influence a large number of them. The Association, both in its associated capacity, and as individuals, should labor to get a full attendance at these Institutes.

Hon. Ira Mayhew then spoke of the good that such Institutes might do to the cause of education in the State, and stated that the law passed at the last session of the Legislature granted a sum not over $1,800 to be appropriated by the Superintendent of Public Instruction for such purposes, and that no more than $200 should be expended at any one Institute. Under the law it was contemplated that nine Institutes should be held in the year, four perhaps in the spring and five in the fall. It was not probable that any would be held till next fall. He proposed soon to issue a notification calling for proposals in different sections of the State for these Institutes. He was gratified with the spirit of this Association, and felt glad of this opportunity of meeting with a body of Teachers who seemed so much interested in the cause. He regarded those as the leading men of the profession, who were the best Teachers in whatever schools they taught, whether the lowest or highest.

The motion passed.

The Committee then arose and reported, and their report was adopted.

Prof. Haven read a report on the study of the English Classics; when after a brief discussion by Prof. Nutting, who supported the doctrine of the report, the Association adjourned till 2 P.M.

AFTERNOON SESSION.

On motion, the following Committees were appointed:

On School Discipline.—Prof. I. Stone, M. B. Beals, Prof. Nutting, John Horner, and Enoch Bancker.

On Nominations.—Prof. Welch, Prof. J. Chandler, B. B. Northrup, James Gilluly, and H. M. Newcomb.

The Association then resumed the consideration of Prof. Haven's report.

Mr. Gregory suggested that as to methods of studying the English Classics in our Common Schools, it might take the place of our ordinary reading lessons. He would carefully avoid adding to our already too great multiplicity of studies. Instead of the reading books now used in schools for the higher classes, there might be substituted a series of the best classics, and under a competent teacher who could point out the beauties and defects of the author, the critical taste of the class would be cultivated while they were learning to read, and they might thus be made acquainted with some of the master-pieces of the best authors. He had heard of this plan being tried with good success.

Prof. Welch arose and stated that so far from originating any *system* he was an earnest inquirer after one. He thought the study too extensive to be introduced without crowding out other studies. Even two or three years would be insufficient to gain an acquaintance with the English classics. He believed that the best method of studying these classics is to study thoroughly

the analysis of the language It is true the mathematics are studied out of all just proportion to other studies, but the people have an idea that there is some connection, he could never see what, between mathematics and dollars, and who will dare meet them after having displaced the mathematics with these classical studies.

Prof. Nutting believed it practicable to introduce this study into our Schools. He had done it for years and with success. Mere grammatical analysis is not sufficient; the pupil should also have his attention directed to rhetorical figures and beauties of the author, and also to the analysis of the thought and argument. The great fault with most teachers is that they strive too much to cultivate the grammatical at the expense of the logical and rhetorical. A few hours critical reading of some English Classic introduced by his teacher in college had given him (Prof. N.) the impulse which led to all after thought of the subject.

Prof. Haven said we must study the best authors to form a correct taste. The ancients studied rhetoric far more than we do, and they studied their own authors. He thought the plan proposed of using these classics as reading books, feasible. The study might be introduced into our lower schools. One afternoon each week might be profitably devoted to it. We are in danger of emasculating our beautiful language. Our newspapers are often filled with the most wretched English. Anybody can see himself in print. The language should be better studied, and its real strength and beauty should be known. Language is thought itself. He did not believe the deaf and dumb who know nothing of language have any thought.

Prof. Estabrook had with others felt dissatisfied with the poor results of the ordinary study of the English language. The plan of reading the classics seemed to him practicable. He thought the study of rhetoric and logic might be introduced much earlier than it now is, and that selected portions of the best authors might be thus analyzed and studied.

The report was referred to a committee to report a plan for studying the English classics.

G. K. Newcombe, Prof. Estabrook, and Prof. Chandler, were appointed as such Committee.

The subject of the supervision of Schools was taken up, and after a discussion by Messrs. Mayhew, G. K. Newcomb, Estabrook, Chandler and Gregory, it was referred to a Committee consisting of Profs. Gregory, Welch and Bosie, to report to the next meeting a memorial to the Legislature, asking for the creation of the office of County or District Superintendent of Schools.

Association adjourned till evening.

EVENING SESSION.

Opened with prayer by the Rev. Dr. Comstock.

The Association then listened to an able and interesting report on the subject of Scientific study, proposing a plan to engage the Teachers of the State in the study of the Natural Sciences.

The reading was followed by remarks by Mr. Gregory and Prof. Welch, and the report was then referred to a Special Committee to report upon the practicability of the plan.

Committee consists of Profs. Boise and Estabrook, and G. K. Newcombe.

SECOND DAY—MORNING SESSION.

Opened with prayer by Prof. Dunlap, of Jonesville.

On motion of Mr. Newcombe of Mt. Clemens, the Association resolved to adjourn Thursday evening.

Hon. Ira Mayhew from the Committee relative to County Associations, made a report favoring the plan of the formation of such bodies, and submitting a resolution on behalf of the State Association, urging the Teachers in the different counties, as far as practicable, to form County Associations, which was adopted.

Prof. Haven, from the Committee on Webster's Dictionary, made a report sustaining fully the views of the Executive Committee in their report. They offered a resolution that a Committee of five be appointed to memorialize the next Legislature for the passage of a law securing the purchase of a copy of Webster's Quarto Dictionary for each District School in the State, and that the memorial be presented before the next meeting of the Association for discussion. Prof. H. expressed himself in favor of this movement, and that this Dictionary be adopted as the standard.

Resolution adopted, and Prof. Haven, Prof. Estabrook, H. M. Newcombe, Miss H. M. Cutcheon and Miss L. Kenny appointed as Committee.

Prof. Chandler, from the Committee on Union Schools, submitted a resolution on the question embodying, in brief, the opinion of the Committee, of the utility and adaptedness of Union Schools, for the great purpose of popular education, and that if the provisions of our School law were fully used, there need be no intermediate school between that and the University.

Prof. C. advocated the adoption of a plan in all the Union Schools, whereby a definite time should be appropriated for the pursuit of each branch of study. He saw no reason why such a plan was not just as feasible there as in our University—Scholars there were allowed too often to decide what they should study, and for how long a time; whereas all should be made to adhere to a certain plan. Such a plan should be adopted even in the Primary Departments. He alluded to the prevalent feeling in all communities against the establishment of a department in our Union Schools for teaching Latin, Greek and the higher Mathematics. Men who send their children to these schools to acquire simply an English education—and they form the great mass—object to paying taxes for the support of schools where their children received no advantage. This should be considered, and some remedy applied if necessary.

Prof. Haven was opposed to the adoption of a plan whereby a new grade of Schools should be established. The simpler the plan of general education the better. Besides they would do no good. If these were located in places where Union Schools exist, they would be thrust down into the Primary element, while these would in fact become Union Schools; if located where no Union Schools exist, they would become such and no more. It were better to introduce these studies into the Union School, and make them a part of the regular branches there pursued. Parents might object to introducing these studies into the Union Schools, but they had no more right to object to the pursuit of such branches, than they had to object to the study of Algebra or Arithmetic any further than the Rule of Three. Union School Teachers must live down these prejudices, and contend against this feeling until the languages are taught to

those who seek their acquisition, and scholars fitted for the University directly from the Union School. Let a portion of the great Educational Fund of the State, be appropriated for the building up of Union Schools—let them be scattered thickly all over the State—and then we should reap the greatest advantages that we can hope to obtain from any system.

Mr. Chamberlain of Mass., made some remarks in favor of the pursuit of classical knowledge in the Union Schools, and explanatory of the system pursued in Massachusetts.

Prof. Boise of the University, expressed his deep interest in this subject.—Those who know his position as a Teacher, would not wonder, as the education of young men in the University in the classics, depended very much on the first principles taught in lower schools.

Will the Union Schools be able to fill the place of our Academies? It is not questionable whether they can do this? Will the departments be kept distinct, and supplied with competent instructors, thus giving that *system*, and that opportunity to the teacher to prepare for his department, so essential to success.—He was not clear that his course could be pursued in the Union Schools, simply because the labor was too great for the teachers there, employed so fully as they are in teaching other branches, it would be next to impossible to get time to attend to these as they ought. There would have to be more teachers, and these studies would have to be given into the hands of the Principals, who should do little or nothing else. He was hopeful however as to the Union School, and should be rejoiced to see the plan carried out, if it could be properly.

Prof. Estabrook thought the introduction of the classics, &c., would be in time successful. Several Schools he knew of which were flourishing finely—But one of the great necessities of our Union Schools had already been alluded to—the want of a systematized course of study. That was the prime necessity. The workings of our Schools would be greatly simplified and bettered by such a course. Then a child upon entering instead of pursuing whatever studies he chose, would be put into a certain classification and go along regularly with all the rest. In the Ypsilanti Union School, they have a classical department having some thirty pupils.

Hon. Ira Mayhew thought there was a false tendency in many minds touching this subject. It was not generally known that the whole city of New York was embraced in one School District, having in round numbers 150,000 scholars and 150 school houses. The small children were sent to the primary departments, and after rigorous examination passed into the second, thence to another, and thence to the Free Academy, or last department of the Union School, where literary and classical advantages were enjoyed which many reputable Colleges did not equal. This was their system. In our Union Schools he thought there was an evil in introducing too many studies—high English and foreign languages included. Men wanted the science of Agriculture taught—the analyzing of soils—how to make bread—how to make wagons—everything. We had better have fewer studies, and have them thoroughly taught. It is better to do three things well than four or five indifferently. He had his doubts as to the introduction of the classics into the School—it was doubtful whether they could be taught well, and also the other studies that must be introduced. It would strike many as strange, but was none the less true that the Board of Education of Massachusetts had not to this day authorized the intro-

duction of the study of any other than the English language, in the common Schools, or even in the Normal School. In the latter school however, the classes were taught by sufferance, and would continue to do so. He doubted whether we could introduce the classics into the Union Schools without a hurtful multplication of studies.

The hour of recess arriving, the further discussion of the subject was postponed.

AFTERNOON SESSION.

Prof. D. Putnam, of Kalamazoo, presented a report from the Committee on the subject of co-education of the sexes in our Schools as follows:

CO-EDUCATION OF THE SEXES.

Although the practical importance of this subject demands much time and space, we can only make a few suggestions for the purpose of bringing it before the Association,

The school of childhood is the family. God and nature alike require the parent to be the instructor of the child.

Every teacher outside the family circle stands, directly or indirectly, in the place of the parent,—assumes the duties and incurs, in a measure, his responsibilities.

In the family the sexes are associated and educated together, sharing equally the instructions of the parents—and the tastes, dispositions and peculiar characteristics of one sex modify and in turn are modified by those of the other.

It is, we believe, the constant and uniform testimony of the most acute and extensive observers, that this union of the sexes among the children in the home is greatly and mutually beneficial. The brothers are generelly more noble, generous, courteous and refined—in a word are better and truer men. The sisters have usually maturer judgment, keener perceptions, and juster estimates of character, more self-possession and ease in society, and more grace in their movements.

The *evils* of the co-education of the sexes in families have either not yet been discovered, or from some deference to the operations and provisions of Nature have not yet been made public.

As the sexes commune and for a time continue their education together,—and as the Creator, Nature and Society, all teach and provide for a closer union in more advanced life, it plainly belongs to those who believe in the policy, propriety or necessity of separate schools for the intermediate period to give good and sufficient reasons for that belief. The burden of proof lies with them and not with those who follow the teachings of Nature and the promptings of the heart, in the absence of any positive Divine command.

The most common objections to the co-education of the sexes are, we believe:

I. That young ladies have not sufficient mental capacity to render them fit associates and compeers of young men in the higher walks of Literature and Science.

It will be time to attempt the serious refutation of this assumption, when *facts* or fair *inferences* are adduced in its support, in room of vague declamation or splendid rhetoric in regard to the natural differences of the sexes intellectually.

II. That ladies do not need so protracted and thorough a course of study as gentlemen.

If this is true, it must be, we suppose, for one of two reasons, viz: either the

"sphere of duties" of woman require less of discipline and knowledge, or having greater natural aptitude she is less dependent upon educational and other adventitious aids.

III. Co-education would be detrimental to the morals and to the general character of both sexes, but especially of the female sex.

In the Primary Schools, Academies and Union Schools, &c., students of both sexes, we believe, have always been educated together without harm to either. It is difficult to understand why, if a separation of the sexes is justifiable or necessary in higher institutions, in the College and University, it is not almost or quite equally desirable in lower schools—or if on the other hand, the union is safe and proper in the lower, it is not so in the higher.

It may be urged that Scholars in Primary Schools are immediately under the eye of parents, and therefore education is safe; but this cannot be urged generally in respect to Academies, Normal and High Schools.

Other objections may be made to the method of education in common, but we have neither space nor time to mention them in this report.

For the following, among other reasons, we are inclined to favor co-education, and recommend that the system or method be allowed to have a fair and impartial trial in the highest institutions of the State.

I. It seems to be the most natural method

II. It seems to be the method most nearly just to both sexes.

III. It is the most economical method of giving a thorough education to both sexes.

IV. We are inclined to the opinion that the education of the sexes together in our higher Institutions, with proper regulations and careful and judicious government, would be conservative rather than destructive of morals, and would be calculated to develop a character more natural, desirable and harmonious both in males and females.

V. If the method should be found injurious it will speedily be abandoned—and the experiment will help to settle certain vexed and somewhat exciting questions of the present day.

On motion the association went into committee of the whole, Geo. R. Newcombe in the chair.

The president said as others seemed reluctant to begin he would offer a few remarks more to open the debate than because he had a well considered belief on the subject. There are two questions which need to be settled before we can adopt the report. 1st, is the co-education of the sexes philosophical? 2nd, is it practicable? Before speaking directly to these points he wished to say that he regarded the sexes as mentally equal. It was a relic of barbarism that said that woman had not a mind as capable of Education as man—her mind is of equal power and capacity. The question is not whether the sexes shall be equally educated; but shall they be educated together?

In determining the sound philosophy of co-education he would throw out of account the argument derived from the natural arrangement of boys and girls in the same family. This is a falacy. The relation of brother and sister in the family is not analagous to that of scholars in School. He believed in the philosophy of co-education because it is not the duty of the Teacher to educate a pupil for some particular pursuit, but to give mind a general and harmonious development, therefore teach *the mind* wherever you find it—in the female as well as the male.

Were one sex to be educated above the other, he believed the general welfare would be best secured by giving woman the superior education. Woman gives us the earliest training we receive. Great men have always had great mothers. Men receive moreover a discipline from business which women fail to gain from their employments. Women give tone and character to society.

But the question to be decided is, shall man and woman be taught together.

Looking to the mutual influence of the sexes, he thought it was best so to be. Woman would refine man—man would strengthen woman. Looking at society, this view is strengthened. The evils attendant so often upon domestic life may be traced to the want of that knowledge of each other, which they would have, had they been educated together.

Meeting in the same recitations and engaged in discussing the same sciences they would learn mutual respect, and would form habits of conversing on more important and sensible topics than now engage attention when the young man just from College and the young lady just from a boarding school meet, he to speak flattery and she to show how fully destitute of all care or serious thought she is. This is the philosophical view. Now is it practicable to educate them together? If we had plenty of Horace Manns and Horace Mann's wives, this question would not be doubtful. But can such be found sufficient to supply our Colleges? If this question is decided in the affirmative, Female Colelges must cease or throw open their doors to males, and the Colleges and the University should receive females to their instructions. If decided in the negative then a Female College must be established and endowed. One of the two plans lies in the future of Michigan—one of the two must be adopted —which shall it be?

Prof. Stone, of Romeo, stated that having spent seven years in studying with females, and reciting in classes with them, he could speak with some degree of confidence. He could see no difficulty arising from the co-education of the sexes in our Colleges that did not exist in the primary department, the Union School, the Normal School. Throw open our Colleges and Boarding Schools would go down. The distinction which has been heretofore made is wrong—men have enjoyed the aid of the State in the halls of our Universities —the women have been obliged to pay for theirs. If men and women are to go together through life, why separate them from one to four years just before they started out in the journey of life together? He recollected that on one occasion a female class mate of his went to a public examination of a Hebrew class in a Theological Seminary. The Professor distributed the Hebrew copies of the Bible among the men, but gave none to her as a matter of course. She asked for one aloud, while the Professor's eyes expanded considerably. One was given to her, and she demonstrated to him before the close that she could outread his best Hebraists, men though they were. In his own examinations of scholars well advanced in Mathematics, he had found the female portion as fully advanced as the male, and sometimes in advance.

Prof. Dunlap, of Jonesville, said he would go as far as the farthest for the education of woman. It was a weighty truth, as well as trite, that "the hand that rocks the cradle rocks the world." But is it not true that a young man's habits are formed before he goes to College? Where then was to be the particular use in educating them together. He believed the male mind and the female mind were formed differently, and natural law is violated when we attempt to educate male and female alike. It is a great iron headstead—if one

is too short, stretch him; if too long, cut him off. Massachusetts and South Carolina are going in to-day for separate education, and to the former we are accustomed to look for every substantial advance which the present day is making. Have these facts no significance? An educated female can instruct the daughter better than a man by far in many things.

He was aware of what was said of virtue that needed guarding, but still he believed it was needful to guard the virtue of the female, and her school-days were the most dangerous portion of her life—when she was giddy and impulsive, liable very easily to be led astray. It had been confessed that this matter was an experiment. Let us move carefully then, for it involves serious consequences.

Mr. Cochrane, of Detroit, spoke in favor of co-education. If there was a place in this State or Country where it was not proper to educate females, then it is clear that it is entirely unfit for young men. It is said on the opposite side that females need the watchful care and instruction of the mother—has the boy no need of this? Can he be sent out among strangers, away from parental care, without injuring him as well? Woman must not only be educated but she must educate.

Prof. Haven believed that it could be proved that our Colleges promoted morality rather than otherwise. This was his observation and experience. There was little truth in the popular notion that college students are secluded. It was his opinion that there was not half a dozen students in the Michigan University who did not have as much conversation with ladies, and even more than he did. They boarded in private families, and of necessity came into direct contact with female society. He believed that if our University was thrown open, the course of instruction would either have to be enlarged or contracted. For instance; Civil Engineering would never be studied by females if they could help it. Antioch College had been referred to. What were the facts? In its Freshman Class there were 15 or 20 young men and 2 females; in the Sophomore 10 men and 1 woman, and he had heard within the past fortnight two of these wanted to leave. If the young women of the country were rising *en masse*, and demanding a college education, why do they not go to these institutions (Antioch, Oberlin, Genesee,) where the doors are open? It would not seem that there was so great a demand after all. But now, should she be educated in our University? Taken in the abstract, he would answer in the affirmative. If we educate mind simply as mind, this would be right. But if our Colleges in their course of education, look to the preparation of young men for the professions of the law, medicine and theology, then woman would be necessarily excluded, as she would not choose to follow these professions. Reference has been made to the difference in physical organization as an argument. It was not good. It did not follow that therefore they were mentally so diverse. Furthermore, the fallacy of this could be shown by an illustration, being formed differently, at table, the beaf steak and other solid food should be set upon one side of the table for the men—the pastry on the other for women. This would be ludicrous. Why? Because the digestive organization of both made the disposition necessary of these different edibles, and both sexes derived their nourishment from similar food. Is not the same true with regard to mental pabulum? He believed it was. Is it expedient to open the doors of our University. It would be necessary to enlarge very much its course of study—then there would be no objection that he could perceive. What is to

hinder a Female Seminary from being established right across the street from our State University? And does any one believe that the pupils would be any more or less together, than though they recited under the same roof? It was useless to establish a nun-like institution. It could not be done. Where the sexes went to school together at College they would be together only in the recitation room, under the immediate eye of the Professors—the rest of the time they would be at their boarding places. With two institutions it could be no different. If parents would fear to send their sons or their daughters to such schools, they would be afraid to trust them anywhere. Instill good principles into the mind of the child and there need be little fear of a reverse. This feeling of distrust is carried too far. With a proper course of study, he could see no sound objection to educating man and woman together. If we listen solely to the voice of the Past—allow this conservatism to govern us—what century shall we take as a model—the 18th—16th, or as far back as the 10th? Progress has been made all the time—shall we take the most progressive age? That would bring us to the present. He believed it wise to cast off many of the trammels with which we are clothed, and let Nature and Truth have their full course.

Prof. Nutting, of Lodi, cordially favored Prof. Haven's views. He had tried mixed and exclusive schools, and was prepared to say that he could see no good reason why separate education should be provided. He related an amusing instance of the wisdom of separation. A large Academy in one of the eastern states came under the control of a man who thought the young men and women had too much conversation, &c., with each other. All intercourse was prohibited therefore under very strict penalties. The consequence was that in three months the school dwindled down to four. A young man passing along the street and spying one of his female classmates to whom he could not speak, would forthwith jump over the fence and run off crying out "a woman! a woman!" The ridicule of the unnatural restraint had the effectual result to break up the school.

Hon. Ira Mayhew took the same ground as the report, and thought its doctrines well stated, and its positions well taken. One young lady in this state has already graduated with college honors, and has since occupied the chair of a professorship in one of our literary institutions, teaching classes in preparation for our State University with as much acceptance, and as great ability as any male occupant of the chair had ever shown. It was objected that the young men and women would study marriage rather than the sciences. The objection was frivolous to say the least. He had till recently been connected with such an institution, and these occurrences were not so frequent as many would suppose, but whenever they had taken place the marriages had uniformly resulted happily.

After a little further discussion the committee rose and the association adjourned.

SECOND DAY—EVENING SESSION.

The committee to whom was referred the report of Prof. Winchell on the Natural Sciences, reported through Prof. Boise in favor of the plan of Prof. W.—that a cabinet of mineral and natural curiosities be established at some central point, and a curator be appointed to take charge of the same—all the teachers in the State being invited to contribute to it.

The report was adopted, and Prof. Estabrook, Winchell and Boise were appointed to carry out the plan in its initiatory steps.

Prof. Putnam, of Kalamazoo, then delivered an able and interesting lecture on "the evils of attempting to educate on the elective principle."

The committee on School Discipline then made a report, but as they had not had time carefully to mature one, it was recommitted with instructions to report at the next meeting.

The committee on the Journal of Education made the following report:

It is apparent that the Journal is eminent and powerful for good, so far as it reaches the teachers and families within our bounds.

The committee are constrained to express their unqualified admiration of the manner in which the Journal has been and is conducted.

They are assured that it is the honest pride of every teacher of Michigan.

But while such is the case, and the Journal a model among educational periodicals, so far as it is able to go, our utmost exertions are still needed to place it on such a footing as will admit of an increase of size and value. An increase of circulation, equal to the present list, will ensure the enlargement of the Journal from thirty-two to forty-eight pages, thus adding to its capacity and usefulness one-half.

The committee would advise an earnest effort on the part of individual members of the association in this direction. It does not seem entirely practicable to employ other means than those which have been thus far employed; but as something must be done, if we would see our Journal on a par, in respect to size, with other educational papers, the committee would most respectfully, but earnestly urge upon the association hearty and continued endeavors to introduce it not only to every teacher, but to every family within their reach. It is only in this way that the thing can be well and speedily done. Let every person feel an individual responsibility in the matter, and the work will be accomplished with no expense to the association, and with far less personal sacrifice to those who undertake the duty, than has been for the past fifteen months constantly expended by him whose earnest devotion to the cause of education we delight to acknowledge, though whose physical system we have been pained to see severely tried by the exhausting labors which his earnestness has led him to perform, and by those his eminent associates whose influence has been wielded in the same direction.

The committee trust that something more than a mere resolution, or uttering of "ayes," will be the action of the association in this regard.

Your committee would also respectfully advise the adoption of the suggestion of the executive committee, respecting the appointment of additional corresponding editors. It seems proper that matters of interest in educational and general science, arising in different sections of the state, should find exponents in our Journal. This requires responsible correspondents, who may be called, if you please, corresponding editors, situated in different parts of the state, to whom may be committed the more immediate care of the Journal interest in their respective regions, and the collecting and transmitting items of intelligence, together with such other and further editorial labor as it may be necessary to assign them.

In concluding, the committee would give expression of their unbounded confidence in the editorial management of the Journal, and an assurance of the

editors of the continued sympathy and co-operation of every member of the association, and of every true friend of education throughout the State.

All of which is most respectfully submitted.

The report of the committee was unanimously adopted and the committee on nominations instructed to nominate four additional corresponding editors.

The Association then adjourned.

THIRD DAY—MORNING SESSION.

Opened with prayer by Prof. Haven.

Rev. Dr. Comstock, of Ann Arbor—former Superintendent of Public Instruction—and Rev. T. C. Gardner, of Ann Arbor, were elected Honorary Members.

The subject of the study of classics in our Union Schools was referred to a special committee to report at the next meeting of the Association—consisting of Hon. Ira Mayhew, and Profs. Estabrook and Dunlap.

The subject of the co-education of the sexes was taken up, and without debate the following resolution offered by Mr. Newcombe, of Mt Clemens, was adopted:—

Resolved, That it is the opinion of this Association, that the co-education of the sexes is in accordance with true philosophy, and is practically expedient.

Prof. Winchell was appointed Curator for the Association Cabinet.

The subject of co-education was again taken up by vote, and the following paper was read from the pen of Miss A. C. Rogers of the Ypsilanti Normal School:

A philosopher who on a certain occasion very warmly advocated a favorite theory, was reminded by one of his hearers that it was unfortunately at variance with facts; "so much the worse for the *facts!*" stoutly replied the philosopher.

A person ignorant of the history of education in this country, would have supposed from the drift of some remarks yesterday, that mixed schools were known in theory alone, and were yet to be submitted to the ultimate test of experiment. On the other hand he might have been led from other remarks to regard the whole question as already settled, and that separate schools were places where it was fully decided that no young man or woman should go unless they wished to make monks or nuns of themselves, and that making love and marrying and giving in marriage were pleasant little recreations in such schools—not only quite justifiable, but rather to be desired by all those of marriageable age.

Now it is a fact that both mixed schools and schools for the separate education of the sexes do exist in great numbers, and this not only in the primary but also in the higher departments of education. Boarding Schools, Academies, Seminaries, Colleges on both plans, are found in successful operation in different parts of the country. These schools not only supply the educational wants of the communities in which they are found, but they indicate decisively the opinion of communities as to what their wants require, for they are mostly built and supported by public effort and not by the State.

Schools of both these classes have commanded and do now command the best educational talent of the land. Mrs. Sigourney, Catharine Beecher, Mary Lyon, and others of the most eminent women in the United States, have been

employed in schools for young women, while names could be cited in great numbers of gentlemen who have in various ways devoted themselves to the exclusive education of their own sex. So too, numbers of our best teachers, both male and female, have been and are now employed in the mixed schools. Mixed boarding schools had their origin in the schools of the Methodist Church. The Ministers and members of that church felt keenly the necessity of higher educational advantages for their youth. They did not in the beginning heartily approve of mixed schools, but they held them less evils than ignorance, and as they were not rich enough to found schools for the separate education of both sexes, and had the wisdom to recognize the equal claims of both to equal opportunities and advantages for intellectual cultivation and development, they resolved to unite them. They regarded the difficult question in all its bearings, and the success which has attended the experiment made in opposition to the severest prejudice, shows the practical wisdom and judgment of those good men. And to this day, of those schools which have imitated their example, those have best succeeded that have most closely followed their model.

They placed their schools under the general supervision of a principal, but in all that related to the discipline and management of the young ladies they were as much under the care of a lady as though they were in a separate institution. They judged, as was truly remarked yesterday, that no judicious parent would place his daughter, at the most plastic period of her life, under the exclusive care of any man — that a wise, intelligent and educated woman should be charged with this duty. This officer, whom they designated by the title of Preceptress, was found in all their school, and the arrangement obviated the most serious objection to institutions which originally were considered anomalies and dangerous institutions—and from their first establishment they have gone on, overcoming prejudice and growing in public favor, until from their present popularity it appears likely that ere long the majority of the schools will be organized on the same plan.

Any careful observer of mixed schools will not fail to discover that those which are provided with such an officer are the most successful in their operation, and stand highest in public estimation. The Normal Schools of New York and New England owe a large part of their weakness and inefficiency to the ignorance or neglect of this truth, and they will never be what the other Academies and Seminaries that surround them are, until they remedy this defect—a defect that exists in few of the Union Schools of New York City.

As the wants of the community demand, these mixed schools will increase, and when public sentiment demands it imperatively, the triple gates of Universities and Colleges will give way, and their courts will echo to the now profane steps of woman. To say that if these schools begin there is no place for them to stop—or that if they succeed, separate schools must cease to exist, seems to me very much like the logic with which we puzzle children:

> It either rains or it does not rain,
> It does not rain, *therefore* it rains.

Mr. Hubbard of Adrian, stated that in the Union School at that place mixed Education was pursued, the males and females sat in the same room in the highest department, and recited together to decided advantage, and with no detriment to either.

Mrs. Dunlap, of Jonesville, expressed herself as still undecided in her own

mind. She had taught in separate and mixed schools, and had found difficulties in both. She however saw less danger attending mixed schools than many, while there are certain and decided advantages. She believed that the tendency of the present educational movement was towards mixed education, and she looked upon it with a great deal of interest, and had only a desire to arrive at the truth.

Miss Cutcheon, of the Ypsilanti Union School, had also taught in both kind of schools, and undertook the task of teaching mixed schools much prejudiced against them. This had been removed. She was decidedly in favor of them now under proper governance. She gave a highly interesting account of the management of the Mount Holyoke Seminary under the late lamented Miss Lyon, and her successor, Miss Whitman. The social intercourse between the students there and at Amherst College, only ten miles distant, was entirely unrestricted. Young ladies received their company in the parlors of the Seminary when they pleased. They were also required to walk two miles daily, when they chose and as they chose. The effect had never proved deleterious. Professors in Amherst College had given every year in the winter lectures in Chemistry and Philosophy before the classes, but the instructions had been given entirely by the lady teachers in the Seminary. She had never seen anywhere so perfect recitations and such an excellent course of study, but this might perhaps be attributed to the superior grade of mind which the school called together, and which she had never seen equalled.

Prof. H. S. Frieze, of the University, then read an able and elaborate report on the study of the Classics, preparatory to College.

It elicited a general debate from Profs. Putnam, Nutting, Boise, Frieze, Dunlap and others, and the report was unanimously adopted.

The topic of systematizing the studies in the primary and district Schools was referred to the Committee on Union Schools.

The Association accepted an invitation from the Faculty of the University to visit that Institution and the Observatory in the afternoon.

The association then adjourned to meet in the evening.

THIRD DAY—EVENING SESSION.

Prayer by Prof. Mather of Kalamazoo.

The Committee on Nominations made the following report, which was unanimously adopted:

President—Prof. J. Estabrook, of Ypsilanti.

Vice Presidents—N. Abbott, of Albion; E. J. Boyd, Monroe; Franklin Hubbard, Adrian; J. Chandler, Coldwater; I. C. Cochran, Clarkston; L. J. Marcy, Detroit; H. P. Sly, of Niles,; Andrew S. Parrish, Upper Peninsula.

Recording Secretary—A. B. Dunlap, of Jonesville.

Corresponding Secretary—A. Winchell of Ann Arbor.

Treasurer.—Jno. M. B. Sill, of Ypsilanti.

Executive Committee—Hon. Ira Matthew, of Albion; O. Jackson, of Ypsilanti; E. A. Ripley, Jackson; Miss H. M. Cutcheon, Ypsilanti.

Additional Corresponding Editors for the Journal of Education—Prof. D. Putnam of Kalamazoo; H. A. Pierce, Marshall; Mrs. M. A. W. Dunlap, Jonesville; Miss F. E. Babbitt, Coldwater.

The Standing Committee on Classical Study was announced as follows:—Prof. Boise, Prof. Putnam, Prof. Nutting, Prof. Estabrook, Prof. Welch.

The Treasurer's report was read. It showed a balance of $33 in the Treasury. To this is to be added a balance of $20 received at the present session after paying expenses of session.

The out-going President, Mr. J. M. Gregory, then addressed the Association on "The Relation of the Teacher to the Age."

Prof. Estabrook, the President elect, then took the Chair, and after resolutions of thanks to the Faculty of the University, to the Trustees of the Methodist Church, who had freely given the use of their house to the Association, to the ex-President and Officers of the Association, and to the reporters of the Detroit Tribune, and the Michigan Argus of Ann Arbor, the Association adjourned to meet at the call of the Executive Committee the 26th day of December next.

ANNUAL REPORT OF THE EXECUTIVE COMMITTEE OF THE STATE TEACHERS' ASSOCIATION.

Gentlemen and Ladies :

After the lapse of another year, we are again met in annual session to recount the triumphs and consult for the progress of those great common interests that pertain to us as a class and which have now convened us here. The year which opened with our annual meeting at Detroit, has witnessed a large advancement in the educational interest throughout the state. The public mind has been turned towards the public schools, and among the many evidences that might be cited to prove that a more earnest and liberal spirit has begun to prevail, none are more unmistakeable than the marked desire to secure good teachers, and the increase of teachers' wages. It must however be confessed that while there is an evident improvement, there is still a great degree of public apathy to the work of educating the rising generation, and multitudes of utterly incompetent and unworthy teachers are still tolerated in the schools to blight and destroy the minds they are employed to instruct. A great work lies still before this association, to spread a more correct public sentiment and to elevate the character of our profession.

In the educational annals of the state for the past year, the meeting of our State Legislature must ever hold a prominent place. An almost unprecedented amount of Legislation for our educational interests and generally of a wise and liberal character, was effected. The acts of most interest to this association, as a body, and to teachers as a class, are that providing for Teachers' Institutes, the one authorising the incorporation of the Teachers' Associations, and the one aiding the circulation of our organ, the Journal of Education.

It is proposed by the Superintendent of Public Instruction to organize as many institutes under the law, in the coming autumn as can be profitably prosecuted. The Committee would recommend that the association co-operate in all practicable ways with the Superintendent to secure at these institutes a full attendance of the teachers in the sections in which they may respectively be held, and would suggest also that the semi-annual meeting of the association which is designed to be an institute session, should be called in connection with some one of these Institutes.

The committee would also respectfully ask the association to take into consideration the propriety of at once availing ourselves of the privileges accorded in the act for incorporating teachers' associations.

WEBSTER'S DICTIONARY.

The attention of the committee has also been directed to the great advantages that would follow from having one uniform standard of orthography and pronunciation, by a bill requiring the purchase of a copy of Webster's Quarto Dictionary for each school district library, which was passed by the last legislature of this state, but unhappily, from some slightly objectionable features in the detail, and not in the principle, was vetoed by the governor. It is a great misfortune that, unlike the German and many other languages, our language is not phonographic. As a very natural consequence of its barbarous spelling, different modes of orthography, to a slight extent prevail, and it never has been, and we hope, till it reaches perfection, never will be constant.

But in the choice of dictionaries since we must choose, and two or more are worse than one, we should certainly choose the best. In our opinion, Webster's dictionary is decidedly the best. The changes introduced or recognized by him are philosophical, and nothing but the obstinacy of a few publishers prevents their becoming, in America at least, universal.

As an expounder of the meaning of words, Webster's large dictionary has no equal in the English language. It is a monument of the industry and scholarship of one who was an American, not only by birth, but in instincts and hopes; not clinging to the past with the desperation of prejudice, but joyfully looking and laboring for a better future. And he has left to us a work, which, while others use it from compulsion, because it has no equal, Americans should adopt with pride, laying aside that provincial and sectional prejudice which alone prevents the use of this dictionary from being universal. We are confident that the people of Michigan would approve of a law of the State by which Webster's large Quarto Dictionary should be placed in every public school, and we hope that such a law, unobjectionable in any of its details, will be passed We earnestly recommend all teachers to make this dictionary the standard both of orthography and pronunciation.

LENGTH AND UNIFORMITY OF SCHOOL TERMS.

A question of very great interest to teachers, and not the less so to the community, and one upon which through a want of information the views of teachers and their employers sometimes differ is, how large a portion of the year should be devoted to schools, and when and how long should be the vacations? That some vacations are necessary during the year, all agree. That if a school was kept every week in the year, the scholars would individually take vacations, and thus introduce irregularity and confusion, is unquestionable. There is necessarily a great uniformity in school-life, more than there should be in the life of a child. Every parent knows that all scholars look forward with delight to the vacation, when some project can be accomplished, and recreation enjoyed, inconsistent with regular attendance upon school. It would be an unfavorable omen for the scholar, if it were not so. We are decidedly of the opinion that twelve weeks in the year, properly distributed, is the very least that should ever be devoted to vacations, and that, simply for the good of the scholars. It is demonstrated that more can be accomplished by laboring six days than seven in a week, during the year. Forty weeks of school education in a year, is more profitable to the scholar than any greater length of time.

But there is another party interested, the teachers. A teacher cannot leave the town in which he labors, during term-time, without dismissing his classes, or shutting his school. It is not to be expected, especially when it is not necessary, that he should suffer constant confinement to one place. He too needs relaxation, for the health of both body and mind. What teacher is there who has not been reduced, by the excessive labor of a long term, far below the normal standard of health, and found the relief of a vacation absolutely necessary to efficiency as an instructor, if not to life itself? We desire earnestly to advise all employers of teachers, that an endeavor to protract a school beyond forty weeks a year is stinted economy and sure to defeat its own purpose.

Again, enterprising and true teachers will not spend the whole of their vacations in mere personal gratification. They furnish an appropriate time to gather strength of body and mind for future labor. We recommend all the teachers in the state, and so far as we may reach them, all who may employ teachers, to arrange the terms of their several schools so that their several vacations may occur a the same time, thus affording all teachers a good opportunity, during vacation, to hold some of the meetings so necessary for the elevation of the teacher's profession, and the increase of his usefulness. And we hope that the association, during its present meeting, will consider and act upon this subject.

COUNTY TEACHERS' ASSOCIATIONS.

Another interesting fact in the history of the year, is the organiza-

tion of the first branches of this association. During the past winter the president of the association visited the counties of Genesee, Kent, Calhoun, Livingston, Macomb, Oakland, and St. Joseph, and in conjunction with the friends of education in those counties, has secured the organization of county teachers' associations auxiliary to this association. Three of these associations have already held their second meetings, and in all cases, with a largely increased interest, and attendance. Measures ought to be adopted to secure and maintain such an organization in every county, both as a means of improvement to the teachers and as an agency for awakening the public mind. In connection with this subject, the committee would suggest for the consideration of the association whether the appointment and support of an agent whose time may be devoted to the promotion of the general interests of the cause, has not become both practicable and desirable. Such an agent would find a large field of usfulness in attending the county associations and institutes, and in arousing the public mind by means of lectures, &c. His salary could be nearly if not entirely collected on the field.

JOURNAL OF EDUCATION.

In accordance with a resolution of the association passed at the semiannual meeting at Marshall, a memorial was prepared and presented to the Legislature at its last session, asking the state to send the Michigan Journal of Education at public expense to the school libraries throughout the state. In accordance with this petition, a law was passed subscribing for two copies for each township, one to be sent in the monthly numbers and the other to be deposited in those libraries in the bound volume at the end of the year. This timely aid to our periodical places its continuance beyond contingency, and demands a corresponding effort on our part to give it a still wider circulation amongst the teachers and parents of the state. An increase of circulation sufficiently large will permit an increase of the number of pages, so that while the number of readers is increased, each reader will obtain more reading matter. Such enlargement will allow the introduction of scientific and literary matter which though not entirely professional, will yet aid in the great work of educating a refined taste, and may furnish material for many a school lecture.

The committee would suggest that four additional corresponding editors from different sections of the state, be appointed to aid the editor in the collection of such items of interest and the preparation of such matter as may render its pages yet more useful to the cause of general education.

SUPERVISION OF SCHOOLS.

Amongst the amendments of our school law which, in the opinion of the committee, should be asked of the next legislature, one of the most important is one providing for a thorough and efficient supervis-

ion of our public schools. The present system devolves this duty upon men who often have neither the experience, nor the opportunities to gain the experience, necessary to its efficient discharge. The welfare of the schools demands that they shall be subjected to the stated visitation of a man of competent learning and one who possesses an experience only to be gained by a continued practice of the duties of his office, who can readily perceive any defect or errors in the management of a school and will, as a wise and practical friend, counsel with both parents and teachers for its general improvement. Such an officer might render the most useful aid to the cause of education by holding teachers institutes for the teachers within his district. The committee recommend that this subject be referred to a special committe, to report at the next annual meeting on the propriety of petitioning the legislature to establish the office of county or district superintendent of schools.

INSPECTION OF TEACHERS.

A reform is also needed in the law providing for the inspection of teachers. Left to the hands of incompetent or interested men, the licensing of teachers is often degraded to the merest farce, and fails utterly, to protect the pupils of our public schools from that worst of all pests, an ignorant and immoral teacher. Another glaring defect of the present law is that it subjects all grades of teachers, the accomplished principal of the Union School and the merest tryo that seeks entrance to some log school house, to precisely the same ordeal and grants them both a certificate of the same grade. Should the office of county or district superintendent be created, the examination and licensing of teachers might properly be placed amongst its duties, and some provision should be made for at least two grades of certificates, the highest one to be signed and sealed by the State Superintendent of public instruction, and to be like the diploma of the physician, of permanent and universal validity. It is recommended that this subject be referred to the same committee with that of the supervision of schools, with such instructions as the association may direct.

UNION SCHOOLS.

The committee cannot forbear the expression of their sense of the importance of extending yet more widely, the system of graded schools commonly called union schools. Whether we regard their influence upon the teachers' profession, or the increased facilities they afford for the education of the pupils of the public schools, they command our profoundest regard. The opportunities and inducements they offer for the young teacher to rise to a post of higher emolument and distinction in his vocation, have brought the powerful stimulus of a generous ambition, to bear with benignant force upon the business of the school room, and have called to the teacher's ranks a goodly array

of talent that had otherwise sought some more lucrative, if not more useful calling. Their history thus far augurs the happiest results to the teacher's calling, to flow from their increased multiplication. Their utility in simplifying the work, and enlarging the sphere of primary instruction, is too well known, to need comment. It now seems obvious, that they will mainly supersede the old fashioned academy, and they ought therefore to be made competent, to afford the advantages for more liberal learning which made the academies so popular. The committee fully concur in the belief that the learned languages should be taught in them, and to this end the Legislature may properly be solicited to render them special aid.

COURSE OF STUDIES FOR PRIMARY SCHOOLS.

It is believed that the day has arrived for the attempt at least, to introduce into our common district schools, a more systematic and definite course of study. Nothing can be more unphilosophical than the utterly aimless order in which the studies in these schools have been taken up and prosecuted. The pupils inclination, or the teacher's ability, or hobby has settled the question, and the range of studies has varied from the everlasting arithmetic to the entire encyclopedia. The advantage afforded to the pupils of the higher institutions of learning from having a well defined course of studies marked out before them is entirely lost to those of the primary school. Without attempting to define the proper range and order of studies adequate tothe wants of our district schools, the committee would respectfully refer the subject to the members of the Association in convention.

Other topics of interest will come before the Association by special report.

Trusting our session may be alike pleasant and profitable to ourselves, and bear beneficially upon the interests of the great cause which we represent, the Executive Committee would respectfully submit this their annual report.

REPORT OF PROF. E. O. HAVEN,

On the advantages of a critical study of the Classics in the English language in schools. Read before the State Teachers' Association, April 3d.

The critical study of Greek and Latin, styled by eminence, "the learned languages," has never failed to be defended by the ablest writers. Its advantages have been often presented with all the force of logic applicable to the subject, and graced by the highest polish of rhetoric. And though much of the reasoning in its defense has been special pleading, and the writers have too

often betrayed a narrowness of vision and an incompetency or unwillingness to grasp general principles, yet the profit of this study will not be denied by any who have themselves enjoyed its advantages.

Latin was once the language of the learned world in Europe, and a knowledge of it was indispensable to any acquaintance with the literature or the science of the age; and even long after the ablest writers began to employ their native tongues respectively as vehicles of their investigations and instructions, many of the most profound treatises in history and philosophy and especially theology were presented in the Latin. At that time an argument could be pleaded for the study of that language which has long since ceased to have any considerable force. The learning of the middle ages and of the dawn of the latest development of literature and philosophy has been superseded by a more thorough and extensive and retired study, and has long since ceased to have any authoritative weight. All that is truly valuable in science is presented, as it has been first written in the modern languages.

But the advantages of the study of Latin and Greek are still incalculably great. Aside from the ability thus acquired to trace the history of literature from its earliest European origin, by which alone perhaps an absolutely true estimation of its present worth can be obtained, and aside from the satisfaction and influence of a fraternity with the noble succession of scholars, among whom these languages have ever been highly esteemed, two arguments may always be urged in their favor, and will never cease to have great weight. The first is, the intimate connection of our language with them, and the second is the great benefits of a thorough critical and exhaustive analysis of any language whatever.

As it is not our purpose to show the advantages of the study of the learned languages, we shall not present in detail the benefits of the first kind, simply observing that this honor is shared also by the Anglo-Saxon, which, as the mother of the English, ought not to be and cannot be neglected by any true English grammarian.

But the second advantage claims our attention. The benefit of the thorough study of any language is incalculable. Language is not only a vehicle of thought, it is one with thought. It and thought spring up together, and neither can exist alone. Power to analyse a language thoroughly, and to catch its life, and appreciate its connections and all its machinery, implies a developed, acute and vigorous mind; and the process by which a language is mastered seems the best and most harmonious discipline of the intellect. A thorough Greek scholar or Latin scholar has necessarily cultivated an accuracy of discrimination, a power to see connections of thought and to grasp principles, and to discriminate between false and true, which constitute the highest order of mental cultivation. This scholarship is acquired, as it is well known, only by the most patient and protracted study. Years of toil are necessary. Words must be studied, their history and changes noticed: sentences must be analyzed, authors must be compared, the canons of good taste must be established, and all the labor of diligent criticism must be endured. This work once thoroughly accomplished in one language, the profit is ever after available for any other.

Now, what we wish to show in this paper is, that the best productions in our own language ought to be subjected to the same careful study, the same rigid analysis, the same comprehensive and exhaustive investigation.

It would be absurd and betray ignorance to deny that very many products

of the sublimest mental power have been presented in the English language. It is not extravagant to claim that this language, with its sisters the French and the German, (no other language deserving equal rank with them,) embodies an expression of all the valuable thought of the world. Where shall we find profounder philosophy than in the writings of a Bacon, a Locke, a Reid, a Stewart, a Coleridge, a Mackintosh, a Jonathan Edwards, a Hamilton? Where is history presented more geographically and philosophically, daguerreotyping the surface, and embalming even the soul of past ages, than in the pages of a Gibbon, Macauley, Alison, Grote, Prescott, and Bancroft? Has human nature ever revealed so many of its mysteries or so profoundly, as through the mouth of the super-human Shakspeare? Has poetry ever reached loftier flights than under the guidance of Milton, or breathed sweeter music than in the highly finished strains of a Pope, the exquisite verses of Moore, and Campbell, Southey, Wordsworth, Bryant, Whittier, Longfellow. Has eloquence ever stirred the hearts of man more profoundly, and worthily, than in the language of Pitt, Fox, Sheridan, Curran, Peel, Ames, Hamilton, Henry, Adams, Clay, Calhoun, and Webster?

How much too, of this philosophy, and poetry, and eloquence, is imbued and instinct with the purest morality, the sublimest Christian sentiment, such as no heathen could ever reach. The writings of an Arnold, Foster, Robert Hall, Wilson, Chalmers, Channing, Stuart, and hundreds of others present us logic without sophistry, rhetoric without meretricious glare, poetry without extravagance, and the noblest Christian principle without illiberality, or extravagance. To enumerate the names of writers, each one of whom has exhibited in our own language, a thought that could not have been grasped without many years of mental toil and profound study, would convert our paper into a catalogue similar to the advertising sheet of a large publishing house.

And now we ask how can these exhaustless treasures be appropriated to our own use? Can the products of a life time be seized by the rapid reading of one whose mind is undisciplined and untrained? Ought the study of English literature in our schools, to be confined to a mere mastery of its uncouth and barbarous orthography, and the simple elements of its grammar? Ought not its rhetoric to be mastered, and beyond this the eloquence and the poetry of which it is the vehicle to be thoroughly studied? May we not gain some information upon this subject by the practice of other nations and ages? How did the Greeks render their language so musical and expressive and infinite in its resources? Where did Aristotle, Plato, Æschylus and Æschines and Demosthenes derive their power? Did they not expend their best and most persevering energies in the assiduous study and improvement of their own tongue? And how many years of indefatigable labor, did Cicero, and Hortensius, and Cæsar devote to the study of Greek, and especially to their own language, which by their efforts was reduced to a system, enriched and harmonized, and made almost to equal the Greek in expressiveness and beauty, and perhaps superior to it in majesty and power.

Such labors have not been wanting in our own language, and the productions to which we have referred are the result. But in our disciplinary and youthful education, there is a deficiency. There is too great hurry and superficiality. Our youth are in too great haste to be men. They seek to be producers when they should still be fed by their mothers. Knowledge is sought rather than discipline; facts rather than philosophy. A few empty and current phrases of elo-

quence, so called, are mastered, and by ringing the changes on these vapid common places and transparent platitudes, our young men set themselves up as orators and teachers. How few writers among us are there, who have a characteristic style; whose sentences reveal study and reason, and are instinct and glittering with the fire of thought. An ass clothed in a lion's skin makes a formidable and quite ludicrous appearance, and can bray ventriloquously so as to astonish the vulgar and amuse and disgust the thoughtful, but how much better so to furnish the inner physiology as to make it develop a mane and a voice like that of the king of beasts!

What good Latin scholar cannot detect a sentence of Cicero, wherever he finds it! Every sentence was expressive of his discipline and style of thought. How inappropriate would a passage from Cæsar appear on a page of Tacitus; or an epigram of Martial inserted among the odes of Horace. And yet all these writers were forcible and beautiful, but each was himself, and an educated man, and had read the same authors and drank inspiration from the same fount.—The following age of degeneracy exhibited many copiers and imitators but not one man.

How true is this of our best modern writers! Could Pope and Byron exchange commodities with each other? Or even Southey and Wordsworth?—How would the rough and glittering specimens of Carlyle's native ore look among the kaleidescopic, seven-times-burnished apothegms of Macaulay? Or the transparent molten-silver periods that flow out of Prescott's South American and Mexican mines, mingled with the terse and pointed, yet harmonious oracular Gothic pictures of Bancroft. Whence is it that these men have each a soul of his own, and what is more, an appropriate body to display it in? It is because they are masters of their science. It is because they are so familiar with the workings of the instruments which they play, that their imaginations spontaneously exhibit themselves in their own peculiar music.

Style as an art is of no value. Rhetoric, as a mere superficial expression, is a species of millinery, and is no higher an accomplishment than the barber's art of trimming whiskers and curling the hair. Language is useful only for the intellect that is in it; and one indispensable part of education, is a thorough analysis of the best productions in language, so as to reach that soul and comprehend it. And then if the student after having mastered many such productions of other men, has himself a creative power, he will not merely imitate that master; he will feel a corresponding movement, and vital stirring of his own intellect and passions, and being master of the means of expression will clothe his thoughts not in the cast-off rags of his teachers, but in the spontaneous wings of his own thought.

Boys in the Grammar schools of England spend much of their time in making Latin verses, a very good practice no doubt, if it could be properly pursued: but the most of their verses are fragments of the old authors found in Lexicons, artfully glued together without much regard to music or to sense. They remind one of Horace's picture of a beautiful lady terminating in the fins and tail of a fish. So there are current among the superficial and undeveloped writers of modern times, some two or three hundred common beauties, more or less, which with various common places artfully and variously mixed, constitute the penny literature of the day. We are reminded when we read it, of the use which a tribe of wild Indians once made of some articles of civilized clothing, which a society of ladies had kindly provided. When the boxes were

opened by the benevolent missionary, and bundle after bundle was unrolled, nothing could surpass the ecstacy of the untamed candidates for a new beauty. In a trice, before the missionary could make any explanation, the goods were appropriated. But little regard was paid to the artificial distinction between dress coats and ladies' dresses. Coats were used for pantaloons and pantaloons for coats, gloves for shoes and shoes for gloves, neckerchiefs were twisted about the limbs, and hats hung in graceful festoons from the neck, and in fine, the benevolent ladies, could they have been there, would have doubtless been amazed to see the strange use to which their benevolence was perverted.

A thorough study of our native classics, as an indispensable element of a good education bears the same relation to that part of mental discipline, supposed to be furnished by our higher institutions and to more advanced pupils, as criticalness and thoroughness in the lower branches, bears to primary education.

To reduce what we have to say on the subject to a practical form, we would recommend,

First—That the more advanced scholars in our highest schools do not intermit the practice of vocal reading, and that only the very choicest of our books be used for that purpose, and that this reading be accompanied by close, and careful and thorough criticism, in which both the teacher and pupil should participate, the teacher acting as a guide and instructor.

Second—Whenever a book has become too familiar, and therefore uninteresting, it should be laid aside and another procured. Those old teachers who would have scholars confined to one or two books, simply because they were, remind us of the men who persist in using wooden ploughs, carriages without springs and other ancient instruments, the best specimens of which may be found in antiquarian museums.

Third—The most advanced scholars in college or in institutions where any, male or female, enjoy the last advantages of oral instruction, criticism should be taught as an art; some of the best specimens of literature should be exhaustively reviewed; the students themselves should make formal and critical reviews of one or two authors, and the best general directions should be given.

All this will require on the part of the teacher, good scholarship, industry and skill. Without scholarship previously acquired, or the result of contemporaneous, earnest labor, he cannot succeed. It will involve more labor than the ordinary use of the text book, which alas, is but a very imperfect representation of the living teacher who made it. It will require also skill. A teacher must not in such a study be too authoritative. He must not insist that his pupils should always agree with him. Tastes proverbially differ. It is necessary that they should. I suppose there is a standard of beauty, for the human features and form, but who can define it? What artist can represent it? And yet artists study models, and all believe in beauty. The standard of taste is not fixed, and he who has made variety the spice of life, which gives it all its flavor, has not designed it to be. There are many models and each may choose his own.

These recommendations do not pre-suppose the necessity of introducing another study into our schools, already perhaps too overburdened with variety, but simply a completion of what is begun and too feebly prosecuted. I have long believed that the acquisition of knowledge is not the great object of education. Those studies which consist principally of facts ought not to be al-

lowed to monopolize the attention of the scholars, or even to consume any great portion of his time. It is *how* to *use* facts that he wishes to learn. Education does not imply practice, but strength and discipline for future practice. He who rushes into battle immediately after enlistment, without discipline, is easily overthrown. He who should command a ship bound for a long and dangerous voyage, without a thorough knowledge of navigation, would be sure to fail, even though he had read Capt. Cook's voyages, and many other like ponderous volumes.

Just enough of fact and narrative may be interspersed in the conduct of a school by a judicious teacher, to relieve the tedium of severe study, and break up the monotony so trying to young minds: children who are prodigies of knowledge without thought, may appear like manly children, but become childlike men. If two children were before me of equal intelligence, one of whom could answer a thousand questions on disconnected facts, and another could not answer one, but exhibited an understanding of the principles of any one of the elementary studies, like reading or arithmetic, I should pronounce the latter, the best educated.

We need no more studies in our schools, but we need a more thorough mastery of what may justly be termed the instruments and seeds of thought.

Arithmetic and Algebra, are the instruments of thought, and little else.—The higher mathematics develop more of thought itself. Language and criticism are the seeds of thought. They demand logic, taste, discrimination and mental vigor. We confidently recommend a more thorough study of our best classics in our higher institutions of learning.

REPORT OF PROF. A. WINCHELL

On the Pursuit of the Natural Sciences." Read before the State Teachers Association, April 3d.

I. All truth is agreeable to the unperverted intellect. The perception of those truths is *most* gratifying to the mind, which exist in the nature of things, and have not had their origin in human agency. Such is the character of abstract truths and natural facts. The mind indeed, dwells with interest on the *events* in human history, but it is only in the discovery of their essential relations and dependencies, and in their development of the great and immutable principles of the moral government of the Deity, that the mind rises to the highest and most instructive enjoyment of individual or national history. In the study of languages, the student finds the etymologies the critical analyses, analogies and affinites, abounding in interest and curiosity, but in that higher contemplation of language which treats it as the reflexion of a nation's mind, the study of a dialect is a study of the history of the people who spoke it, for it unfolds the workings of the laws of associated mind, and reveals the traces of revolutions, migrations and mutations which have been obliterated from every other record. In the Mathematics we encounter abstract truth at the very thresh-hold. The relations of numbers and magnitude are immutable

and eternal. For this reason, all mathematical truth from the axiom to the highest theorem is divine truth and most eminently worthy of our study and respect, but as only a small proportion of minds are so constituted as to be satisfied with feeding continually on pure abstract truth, it results that but few have devoted themselves to the exclusive study of mathematical science. A much larger number of minds have found an exalted and congenial employment in using the enginery of mathematics to develop facts and principles in the material world, and have brought into existence such sciences as Astronomy and Physics.

The instances which I have cited lead us the to inference that all unrevealed truth may be comprised under one of three classes:

1. Facts of human origin.
2. Facts of natural origin.
3. Principles under which facts exist.

The above illustrations suggest to us also, that the superficial attractiveness or, in other words, the popular interest of these three classes of truths diminishes from the first to the last, whilst the permanence and real value of the truths comprised in three classes vary in the inverse ratio.

How do the Natural Sciences appear in the light of this generalization?

The Natural Sciences may be defined, *a knowledge of the facts of the material world, and of the laws and relations under which those fact exist.*

1st. Chemistry, or a knowledge of the atomic relations of bodies, and of the forces which enter into those relations in the three kingdoms of nature.

2d. Zoology, or a knowledge of the structure, habits, instincts, habitudes and relations of the voluntary organic beings.

3d. Botany, or a knowledge of the structure, habits, properties, habitats and relations of involuntary organic beings.

4th. Mineralogy, or a knowledge of the formation and properties of inorganic bodies.

5th. Geology, or a knowledge of the mineral masses which compose the earth, and of the changes which they have undergone.

6th Palæontology, or a history of animal and vegetable life, anterior to the creation of man.

7th. Physics, or a knowledge of the causes which generate mechanical forces and of the methods by which these forces give rise to material phenomena.

The number of sciences which we admit into this list is somewhat arbitrary. In a general sense, Zoology, Botany and Mineralogy may be said to comprise the whole. Chemistry is a science made up of cognate departments of these three, and Physics stands in a similar relation to them. Palæontology, is a subsidiary to Geology, but in a strict classification should be divided between, Botany and Zoology. Meteorology, one of the Natural Sciences or subsciences, belongs to Physics, and Magnetism, Electricity, Galvanism and Heat, considered as physical forces occupy the same place.

The Natural Sciences then, considered as a whole, embrace two of the three great classes of unrevealed truth, viz: *Facts* of natural origin, and *Principles* under which these facts exist. The study of the Natural Sciences involves, first, *observation*, and secondly *investigation*. The union of these characteristics renders the study of the Natural Sciences the most beneficial, congenial and animating of all intellectual pursuits. They require too much exercise of

the senses, the imagination and the physical powers, to allow the mind to become rigid, abstract or gloomy; and they demand too much active investigation to foster habits of mental dissipation, superficiality, or impatience.

The *tendency* of the Natural Sciences is to develop the powers of observation and reflection, and to impress the mind with a profound sense of the adorable perfections of the Creator.

The collection of the necessary facts requires the naturalist to be always on the alert. He soon learns to find beauty and truth where other people see nothing worthy of observation. He finds genuine delight in the study of objects which others consider nothing but a vile weed, or a useless rock, or a disgusting reptile. Wherever he goes, his eye is ready to catch every new object, and becomes trained to habits of observation which are frequently of great service in other than scientific relations.

The proper discrimination, arrangement and digestion of the facts observed, draw out the powers of analysis. The naturalist becomes quick to detect analogies, and affinities, and acquires ability to put every object and every fact among its proper associates.

And finally, the habit of following up the indications of a multitude of related facts to a single grand induction, has a tendency to develop the reasoning and generalizing powers of the mind, on a broader and freer basis, even than the mathematics themselves. For, while the mathematics train the understanding to reason upon one particular class of truths and in a particular way, the generalizations of the Natural Sciences, require the mind to grapple with all forms of truth, and phrases of circumstance, and to treat them by an endless variety of methods.

Such are the tendencies upon the mind, of the study of Natural Science.

II. It must be admitted however, that the study of the Natural Sciences, has been comparatively neglected. While five years are usually devoted to the study of Latin, Greek and the Mathematics, two or three terms in the hurry and *ennui* of the last year of a college course, are all that can be allotted to the study of the three great kingdoms of Nature. The relative amount of attention devoted to the study of the objects of the natural world, is not greater in primary and intermediate schools.

Four reasons may be assigned for this comparative neglect.

1. The Natural Sciences are mostly of recent origin, and have not yet had time to win their way over the opposing barriers of prescription and venerable usage. Chemistry the child of Alchemy, is not more than 150 years old.—Botany scarcely dates back beyond the time of Linnæus, in 1735, and Zoology assumed its modern importance in the hands of Cuvier, half a century since: though both of these sciences can trace a feeble lineage back to the period of of Pliny, Aristotle, and Dioscorides. Scientific Mineralogy began to assume a noticeable shape in the hands of the Germans three-fourths of a century ago, and Palæontology is yet an infant science. Geology has fought its way up through buffetings and revilings, like a genuine candidate for immortality, until, 200 years from its natal day, it occupies a position of proud and acknowledged pre-eminence.

2. Another reason for the comparative neglect of the Natural Sciences is the want of suitable elementary works, capable of initiating the learner by easy and natural and attractive gradations into a thorough knowledge of the subject. The superficial or bungling character of the works we have had, together with the

limited amount of time that has been devoted to these studies, has led rather to disgust and contempt of the Natural Sciences, than to a warm and hearty appreciation of their geniality and profitableness. The science of Botany has less to complain of in this respect, than the other sciences. I deem it proper here, to express my belief that Mrs. Lincoln has done more in this country, to initiate a taste for the study of Botany, than any other individual; though her works are but poor compilations from two or three easily accessible sources; and in descriptive Botany are absolute copies, not excepting errors of accentuation, orthography and facts. The best work now in existence on the Botany of the Northern States, is Wood's Class Book.

3. Another reason which has prevented the more extensive study of the Natural Sciences is the large number of *hard names* which array themselves at the very threshold of every one of these sciences, and like so many lions in the way, deter the timid pilgrim from advancing. This is indeed to be regretted, but it seems to be a difficulty inseparable from these sciences. This is not the time to enter into an extended justification of the use of Latin and Greek terms in the Natural Sciences, but it may be stated that no one who has serious considered the question, has been able even to propose any other plan which would be at all answerable to the requirements of a scientific vocabulary.

4. The fourth reason which probably has exerted a considerable influence in retarding the popularity of the Natural Sciences, is the expensiveness of collections of objects, and of the pictorial representations which have to be resorted to, for the purpose of transmitting an acquaintance with the characteristics of species and genera. Here, again Botany has suffered less than the other sciences, for the objects of its investigation are on every hand, and easily collected. In the other sciences, however, the want of pictorial representations, will probably in course of time, be compensated by attaching greater precision to the terms employed in making verbal descriptions.

III. The manner in which these sciences are developed and perfected is by the mutual co-operation of many individuals. Geology, for instance, is a system of scientific truth founded upon facts which have been collected from every part of the earth. Whoever attemps to draw an original induction in geological science, must be in possession of all existing facts bearing upon that part of the subject. But it is of course impossible that each investigator should visit all parts of the earth to possess himself of the necessary facts. Even if a single man devotes his whole time to geological observations he can only explore a limited district in a whole life time. In order therefore that the science may advance with the most rapid strides, it becomes necessary for all observservers to put the results of their observations together. Thus each gets the benefit of the labors of the whole. By this means too we attain a species of division of labor so that each observer or investigator by continuing in the same field is constantly occupied with that portion of the work which he understands best and can perform most expeditiously and thoroughly. Those geologists also who occupy themselves with collating and digesting and generalizing the facts furnished by others, acquire the greatest expertness in this species of labor and make, consequently, the greatest advances.

But the most important point which I wish to impress in this connexion is the *co-operative* mode of development of the inductive sciences, and the fact that every person who is capable of observing is capable of contributing to the

advancement of the sciences. Any science, as Ichthyology for instance, consists of a systematic arrangement of all the knowledge upon that subject, which is in the possession of authors. A complete treatise on Ichthyology would be a digest of all the facts relating to fishes which have found their way into published works. But it will at once appear evident that there must be a multitude of facts known to fishermen and other people who never publish their observations, which have never been communicated to persons devoted to scientific pursuits, and which, therefore, are still facts unknown to science. Many of these facts may be of the highest importance, and their communication to the scientific world might be considered a great and valuable acquisition. And yet, to the fisherman, or other persons, these facts may be matters of every day observation, with which they have been familiar all their lives. The fisherman is not aware that they are any less known to science than the thousands of *other* facts which he observes. He does not trouble himself with scientific treatises on Ichthyology, and hence cannot discriminate between the old and the new. And yet he enjoys opportunities for observation superior to those of the most learned ichthyologist of modern times. Could science induce him to contribute his observations to the common stock of knoweldge, it would be equivalent to funding an influence, the interest of which should accumulate through all time.

Agassiz obtained his first knowledge of the viviparous fishes of California, through a fisherman, and many a time has a mere boy, playing in the streams contiguous to the paternal residence, met with novelties of the highest interest to science.

It is through the kind offices of persons so situated as to enjoy peculiar opportunities for observation, and through the accumulated mites of knowledge contributed by hundreds of others who enjoy only occasional opportunities that the Natural Sciences are brought gradually toward a point of perfection.

IV. I have reached now, the main object of this Report. It is deemed advisable to attempt to enlist the interest of the teachers of the State, in the cultivation of the Natural Sciences. This Association presents an admirable opportunity for the body of teachers throughout the State, to engage in a systematic and effective effort to enlarge our acquaintance with the Natural History of the State. A surprising amount may be accomplished by some systematic and well directed action. If the individual knowledge at this moment, in the possession of each one, were contributed to a common fund, it would already constitute a volume of new and useful science. How much more might be accomplished if each one could be induced to make a little effort—to observe a little more *closely*, and *transmit* the results to a common central repository.—The conception of the possibilities which may be achieved, animates me with a high and confident hope that the teachers of Michigan will do something for science, worthy of everlasting remembrance. I believe it only requires the adoption of a well concerted plan, and the hearty co-operation of this Association to secure these results. The plan which I am about to propose, is very likely not the best, but I hope it will open the way to a discussion that will *lead* to the best.

V. Without further delaying, the announcement of the scheme of organization, I will proceed to state its leading features, and then to notice its adaptation to the circumstances and interests of the teachers of the State.

The three most prominent features of an organization for the promotion of the study of Natural science in the State, would be,

1. *A local and organic center*, consisting of a depository of collections and correspondence, and a Curator charged with receiving, preserving, arranging and exhibiting both collections and correspondence.

2. *A body of Correspondents*, scattered over the State, engaged in observing, collecting, and corresponding with the Curator.

3. *A System of Exchanges*, by which each observer may possess himself of specimens of objects from remote parts of the State, and, if he choses, in departments of science which he has not investigated.

Let us look at each of these branches of the organization separately, and determine the functions belonging to each:

1. *The Correspondents.*—The body of correspondents will be composed principally or entirely of the teachers of the State, who are willing to enter actively into the organization. They will occupy so much of their leisure from regular business as they may feel disposed to do, in collecting objects of Natural History, and making notes of their observations. The objects collected may be transmitted to the Curator for preservation or exchange. The notes of observations will also be communicated to the Curator in separate correspondence or in the form of labels attached to the specimens transmitted.

But as among a large body of observers, there will be a great diversity of tastes and hence a diversity of pursuits and of objects studied and collected, the correspondents may be arranged under the following corps:

1st. The Corps of Zoologists.
2d. The Corps of Botanists.
3d. The Corps of Mineralogists.
4th. The Corps of Geologists.
5th. The Corps of Meteorologists.

1st. *The Corps of Zoologists.*—The Zoology of the State will be an extensive field. The members of this corps will probably resolve themselves into several sub-corps, each devoted to a special branch of the subject. Thus probably we shall have Mammalogy, Ornithology, Herpetology, Ichthyology, Entomology and Molluscology each prosecuted by separate Correspodents. The work of collection will consist in the preservation of the skins and skeletons of quadrupeds and birds—skins, skeletons and alcoholic preservations of reptiles—alcoholic specimens of fishes, crustaceans, worms, harder insects, as beetles (Coleoptera), and shell fish—dried preparations of insects and spiders—shells of land and fresh water testacea, &c. Some would devote their entire attention to the collection of land shells—others to fresh water shells—others to insects—others to fish, &c.

2d. *Corps of Botanists.*—I shall be disappointed if this corps is not composed largely of ladies. The collection and preservation of plants is a delightful and instructive occupation. The members of this corps will employ what time they have to spare in carefully preserving and labelling the plants of their vicinity according to rules hereafter to be issued. Notes will be made of the time of flowering, locality, &c., and these will be transmitted, with the dried specimens, to the Curator.

3rd. *The Corps of Mineralogists.*—The lower peninsula of Michigan is not very rich in mineral species, though some may be found in the beds of "drift" which are strown over the surface.

4th. *The Corps of Geologists.*—This corps will find themselves upon a rich

and interesting field. Though the deposites of drift just alluded to obscure the geological formation of the lower peninsula, and exclude us generally from the investigation of the underlying rocks, yet in the drift itself there is very much to be studied, and the careful observer will be able to collect from it nearly all the mineral and fossil species which occur in the Devonian and Silurian formations so magnificently developed in the upper peninsula. Besides, there are not unfrequent exposures of these rocks in the lower peninsula; and in addition, we have the Coal Formation extensively developed; and the basins of the Drift are every where filled with rich and interesting deposites of Shell Marl and Peat. The mode of arrangement of these formations is as follows: The lowest or Silurian strata of the lower peninsula seem to have been bent into the form of a trough, extending from north to south, and underlaying the whole peninsula. Above the Silurian strata, are found the Devonian, conforming in position to the Silurian, so that rocks of these formations where ever exposed, are found to dip toward the central line or axis of the State. In the dish like depression of the Devonian strata, are deposited the Carboniferous rocks, which do not conform in their dip to the Devonian and Silurian, but lie more nearly in a horizontal position, near the center of the peninsula. Distributed promiscuously over all, are deep deposites of Drift, supposed to be the ruins of the older rocks, and to have been transformed from regions many miles to the north. The innumerable basins formed by these irregular deposites of Drift are occupied by lakes and ponds which are tenanted by numerous species of fish and mollascous animals. By degrees the detritus from the surrounding hills mingling with the exuviæ of the inhabitants of these lakes, creates an accumulation of calcareous deposites on the bottom and leeward shores, which gradually encroaches upon the limits of the water, until it is entirely displaced, and beds of marl and peat occupy the places of the ancient lakes. In these marl beds may be collected the shells of minute and interesting species of mollusca, some of which are either entirely extinct, or are relatively much less abundant than when they tenanted the waters which their exuviæ have helped to displace.

The coal measures of the state are at present but little known. The *real quality* of the coal seems to be a question not yet satisfactorily settled. There is, therefore, much room for observation and investigation here. The impressions of plants which invariably accompany deposits of coal are most desirable objects for collection. Almost none have been collected from this state.

With these incentives to investigation, the corps of Geologists will find themselves upon a rich and inexhaustible field.

5th. *The Corps of Meteorologists.*—The phenomena of meteorology are of all others the most easily observed. The weather is constantly a matter of observation and remark. It requires almost no pains to register and report observations of great importance. The development of the laws of climate is one of the great problems of the age, and the data by means of which this problem will have to be resolved, are simply such observations as every one makes upon the state of the sky, the direction of the wind, &c. The observations most easily made happen to be in this case, the ones most important: It is not necessary that the observer be supplied with a suite of instruments. The only thing needed, is the disposition to record and communicate common place observations.

Such are the requirements of the correspondents, and the place they occupy in this organization. Their privileges and remarks will be spoken of hereafter.

2. *The Museum and Curator.*—The objects collected by the correspondents or a portion of these objects will be transmitted to the general museum. An apartment and office should be provided in some central and accessible location, for the accommodation of the museum. The Curator should be charged with the duty of receiving, arranging and labeling all the objects transmitted to the Museum. These objects should be suitaby exhibited in cases or on shelves.—The Curator should also have charge of the general correspondence, and all letters should be kept on file, or those relating to the same subject, should be stitched or bound together in a book. These letters will constitute a large body of valuable information. The Meteorological Reports should be preserved in a similar way. All of these objects, including the Meteorological and general correspondence, should be open to the inspection of every correspondent.—The Curator should keep lists of the names of correspondents, and regular accounts of the objects transmitted by each, and returned to each. The Curator should be required to report annually or oftener to the State Teachers' Association.

3. *The System of Exchanges.*—The observations of a Naturalist are generally restricted to a limited district, and a single department of science. But it is generally the case that every Naturalists feels desirous to possess himself of specimens from remote localities, and perhaps in other departments of science. The system of exchanges introduced into this organization, is designed to secure to correspondents the gratification of all these desires, and in this way to operate as the motive power to the whole machinery. Its features may be summed up as fellows:

1st. Each correspondent will be entitled to receive in exchange, an amount equal in value to his contributions, and in any department of Natural Science which he may name.

2d. The Curator will be the agent through whom these exchanges will be effected. If thought necessary, any other officers or other persons may be associated with him in determining the value of the contributions of any Correspondent or of the objects returned in exchange.

3d. The expenses of transportation on objects received by the Curator to be defrayed out of a fund created for the purpose. The necessary expenses of blank books, stationery, postage, printing &c., to be defrayed out of the same fund.

4th. Should an unnecessary number of duplicates accumulate at the Museum the Curator should be authorized to exchange, under certain restrictions with societies. The objects thus obtained, should be retained in the museum, and not distributed to correspondents.

A system of exchanges thus established, if liberally supplied with material, would be found to insure to correspondents, manifold payment for all of their pains.

Such are the leading features of the organization, which is proposed for the purpose of stimulating an interest in the study of the Natural History of the State. In reducing it to practice, it may be found advisable for the society to issue printed directions to correspondents for making the necessary collections and observations. Should the society flourish, it might hereafter publish

a bulletin of its organization, operations and results. This might eventually grow into a scientific journal.

Should the museum be located at the University, it is quite possible that the Regents might, upon a suitable understanding, agree to pay a portion of the expenses of transportation, cases &c., in consideration of the advantages the University might receive from the deposites. It would be beneficial also to the correspondents, when visiting their own museum, to have access to the University Collections.

If now a scheme, having in view the objects of the one proposed above, does not seem altogether visionary, it is earnestly to be hoped that the Association will take the matter under discussion. Nothing certainly could seem more appropriate, than that such an enterprise should be originated and carried out by a body of teachers. The teacher engaged in the inculcation of scientific truth must unavoidably feel an interest in the extension of the boundaries of science and the increase of his own attainments. It is not to be presumed that any teacher has yet completed his own education. Though the time which he can spare from his other duties may be but little, still *that little*, carefully husbanded, will enable him, as thousands can testify, to attain to the most surprising results. Science is now, and always has been, in the hands of teachers, and those who have been obliged to teach for their daily bread, have, in their hours of respite, worked out principles which have been a blessing to themselves and the world. Do not be faint hearted. I have known those who, while engaged six hours a day in the primary school-room, have pushed themselves by perseverance and diligence, through the intricacies of Algebra, and Geometry, and Trigonometry, who have carried on a course of collegiate study and successfully coped with their college classes, who have, in spare moments, familiarized themselves with Botany and Mineralogy and Geology. An hour properly improved is like a cent put at interest. It amounts to but little at first, but the results continually reproduce themselves, and in the end astonish us with their unexpected magnitude.

Should this or any other scheme be adopted, everything will depend upon the amount of the co-operation extended to it. It must have your interest and sympathy and thoughts. The correspondents should feel themselves identified with the enterprise as *their own* enterprise, and one for whose fate they are individually responsible. It should be a fixed purpose, a principle with them to remember the museum *often*, to communicate frequently and freely with the Curator, to omit no opportunities for visiting and examining the museum, and deriving all the instruction and benefit which the enterprize is capable of conferring. It is not unworthy of remark that the objects deposited in the Museum of this society are to be retained within the limits of our own State, thus adding to our own scientific resources.

As this Association, if organized, will be the first extensive scientific Association in the northwest, it may be designated as the *Northwestern Society of Natural History*, a name, it will be perceived, which contemplates its future expansion.

Membership in this society will be voluntary and free, and the ladies will please remark that this is an exterprise to which they are admitted on terms of perfect equality with the sterner sex.

It is hoped the Association will comment freely on the scheme which has been presented.

Note—For the convenience of beginners, the following list of Elementary Works for consultation in Natural History, is appended:

I. ZOOLOGY.

Ruschenberger's Natural History embraces all the different branches of the subject.—It is published in Philadelphia in 12mo. in parts—each part covering one branch of Natural History—parts obtainable separately—the whole comprising 2 volumes.

Chamber's Zoology.—Like the above, a mere general treatise, though describing the leading features of all the principal tribes and sub-tribes of animals. 12mo. 1 vol.

Agassiz and Gould's Zoology.—A well prepared general treatise, on Animal Life, and the general principles of classification. Less descriptive than either of the preceding.—12mo. 1 vol.

McGillivray's Conchological Text Book.—A small and cheap work with numerous colored figures of typical species. A good elementary treatise on this subject.

Weale's Rudimentary Treatise on Conchology.—Similar to the above, but with rather finer pictorial representations and a more thorough and systematic treatment of the subject.

Sowerby's Conchology.—The standard text book on the subject considerably fuller than the preceding

Baird's Serpents of North America.—Published in pamphlet form by the Smithsonian Institute. Species all described fully and perspicuously—no plates.

Baird's Directions for preserving objects in Natural History. Published in pamphlet form by the Smithsonian Institution.

II. BOTANY.

Wood's Class Book is the best general treatise for a text book in Northern States.

Gray's Botany of the Northern States, is nearly as good, though the tables for aiding in the determination of species, are not quite so easily applied as in Wood's Work.

Mrs. Lincoln's Botany contains much entertaining matter on the characters and habits of plants and on the history of Botany. Her descriptions of species are worse than useless.

Gray's Botanical Text Book is inferior to none on the subject of vegetable anatomy and physiology.

Hamilton's Vegetable Physiology in Chambers educational course, is a more popular treatise.

Torrey and Gray's Flora of North America is the standard work as far as completed for this country.

III. MINERALOGY.

Comstock's Mineralogy is much simplified, and might serve for the first stepping stone.

Shepard's Mineralogy and Phillip's Mineralogy are more elaborate and scientific, and may serve for intermediate treatise.

Dana's Mineralogy, new edition in two volumes is the most complete and thorough treatise in the world, on this subject, and from the great advance which he has made in the classification, this work is indispensable to the finished mineralogist.

IV. GEOLOGY.

St. John's Geology is an excellent elementary work.

Hitchcock's is fuller and somewhat more profound.

Anste's is an excellent English treatise.

Lyell's Elements is a finished work, and tolerably full, both in the Geology of the United States and foreign countries. This is the best work for general use.

Lyell's Principles enters into the history of Geology, and the discussion of the various theories propounded in connexion with geological questions.

De la Beche's Geological Observer is analagous to Lyell's Elements, though the author treats the subject in his own way.

Lyell's Travels in North America (1st and 2d tours,) contains very much on the geology of the country.

V. METEOROLOGY.

Brocklesby's Meteorology is an excellent elementary treatise on this subject.

Kemtz' is more thorough and scientific.

Muller's Physics and Meteorology embraces a concise synopsis of the leading principles of Meteorology.

Guyot's Meteorological Tables for reducing observations, are published by the Smithsonian Institution.

The Meteorological Forms issued by the Smithsonian Institution, indicate the most important observations to be made in this department, and contain brief directions for making them.

REPORT OF PROF. H. S. FRIEZE,

On the Preparatory Course of Studies. Read before the State Teachers' Association, April 5th.

Our view of the preparatory classical course must depend upon our view of what constitutes a liberal education, and what should be a collegiate and University course. A lawyer, who was somewhat distinguished for impertinence, once when pleading before the venerable judge Story, took occasion to lay down the law, applicable to the case, with more minuteness of detail than seemed to the judge either complimentary to his own learning or profitable to the jury; whereupon, he hushed the advocate with some such remark as this: "Mr. Smith, it is to be taken for granted that the Circuit Court of the United States has already acquired some little knowledge of Blackstone."

In like manner, it is to be taken for granted that an assembly of teachers needs not to be told what are the principles on which a noble standard of education must be reared. Their very calling, and the disposition which has led them to adopt it, imply a love of intellectual attainment in every form; a desire that every variety of human knowledge may go on increasing forever; a generous zeal for the whole work of education, in its indivisible unity; a largeness of charity, like that of religion itself, which embraces in its sympathies all who are contributing in any way to the common cause; hoping with strong confidence, not for the progress of one community alone, but for that of all mankind; grieving to see any branch of learning depressed; rejoicing in the success of every legitimate enterprise, be it for the advancement of science or of letters; the promotion of the Primary School, or of the National Institute; the application of science to industry, or the cultivation of aesthetic art. Such is the spirit of every teacher who is worthy of his profession, and in accordance with this comprehensive spirit will be his idea of large and liberal education.

Every discovery or invention of man; every production of the human mind; every creation of the pen or the chisel, of whatever time, of whatever nation; every principle of science, every rule of art; every fact in nature, every event in history; every object which can excite curiosity and lead to contemplation, whether existing now, or hereafter to exist; known now, or hereafter to be known; enters into this noble edifice of human education; forms a part of its material, some one of its members, or some portion of its adornments. It is an edifice, indeed, ever increasing, ever unfolding something more of the glorious design of the Divine Architect, like the great temple of Jupiter Olympus, or the no less magnificent cathedral of Cologne, growing for ages in size and beauty, yet never complete.

Here lies the secret of our success; that we recognize the *unity of our work*; that we aim at *unity of action*.

No mattter whether we believe it or not, in our profession it is as true as Holy Writ, that we "are members one of another." If one suffer, in some way all will suffer; if one neglect his proper functions, or perform them imperfectly, the whole body must bear the injury. When each fulfils his part, the entire system glows with healthful vigor and activity, attains the highest development, gladdens society with the greatest blessing, and presents to other communities the pleasing and instructive example of a state educational organization, well proportioned, well arranged, complete, harmonious and efficient.

The instructors in the collegiate course, the instructors in academies, and those of the union and primary schools; those who talk to the young man, and those who talk to the child; those who discourse of the stars, and those who teach the A. B. C.—all are held together by a bond as indissoluble as that which constitutes the continuous identity of the child, the youth, and the man. Separate your present self, if you can, with all your acquirements, your experiences, your memories, from that dreamy child, or that careless boy whom you rememember as your former self,—sever your young and diminutive frame from that manly growth which it has now attained,—cut asunder the impress and character of your boyhood from your present mature character,—when you can make such a division of your identity, then can you divide those different stages of education through which you have been led by different hands, then can you say those successive guides have no common interest, then can you say that teachers in different departments are isolated in their pursuits and purposes, and may be uncongenial in their sympathies.

On the unity, therefore, of that mind whose development is our aim, rests the unity of our work, and from the unity of our work arises the necessity of a harmonious union of action.

What shall we say then of those essayists and schemers who have disseminated in late years the idea of an incongruity, and a sort of antagonism between certain departments of study? Who have indirectly encouraged the silly notion that the world is burthened with too much learning; that there are more productions of genius now in existence than we can afford to spend our time upon, and that we had better let them die; that those ancient writings, those eyes through which we look into the old world and draw light from its vast experience, must be forever closed, and our direct communion with the past be confined to the last three or four centuries; that henceforth we shall look into the mind of former generations, and learn the thoughts, the loves and hatreds, the woes and joys of our race for fifty six hundred years of its history, only through the refracting and imperfect medium of a present and an infant literature.

This idea we say has been inculcated indirectly, and perhaps, too, without a clear apprehension on the part of its advocates to what result it must legitimately carry us. For, had the proposition been boldly put, that "it is expedient to seal up the classical literature, and to close the pages of the Greek and Hebrew scriptures, and henceforth to depend upon our present translations, and upon the exegesis already extant for all our knowledge of those monuments both of inspiration and genius,"—this proposition would have been at once condemned by all true lovers of education and of mankind. But yet all this is involved in the idea and doctrine that classical studies have ceased to be useful, and must now be regarded only as an ornamental accomplishment.

For when we deny their utility, we certainly shut them out from any solid scheme of education, and we shall find, if anything can be learned from history, that the few, nay, even the Christian Ministry will not cultivate that which the people neither appreciate nor encourage. Did not nearly all learning die out both from the Latin, the Greek and the Alexandrian churches, when it was left wholly to the priesthood? did it not revive again and soon grow to full vigor, when the people began once more to love the light, and demand that their clergy should search the original text of Holy Writ? And could the puritan clergy of New England venture to neglect their literary culture, in those early days, when their parishioners, though poor and starving, nevertheless set aside each his bushel of corn for the support of Harvard College?

Sound learning has indeed received a wound in the house of its friends; but we need not fear the result. Nothing which is truly valuable to the world, nothing which has fostered civilization, nothing which instructs, refines, and elevates the thoughtful, nothing, in fine, which embodies at once the undying inspirations of genius, and the everlasting truth of God, shall either perish, or pass away from human knowledge. We have the pledge of this hope in the strong vantage ground already held by civilization over barbarism, we have it in the phœnix nature of the printing press, we have it above all in the sure progress and ultimate victory of truth and christianity.

But this foolish quarrel, this apple of discord thrown into the midst of our divine feast by some fury, jealous of our love and harmony, has for a moment excited hostility, not between Juno and Venus, but between Minerva and the Muses; between science and literature;—setting at variance those who are alike the daughters of Jove and the friends of man; all gifted with skill, with wisdom, and grace; all alike scattering their peaceful blessings upon the world. This unnatural alienation and warfare among the sister arts reminds us of the strange delusion of the lovers in the Midsummer's Night Dream. During their slumbers beneath the grove, the frolicksome fairy touched the eyelids of some with a potent herb which made them, on waking, scorn their admirers, and court the smiles of those who were indifferent to their prayers. So the votaries of learning were perhaps too securely sleeping,—sleeping on the acquisitions of the past,—wrapped up in their dignity—beneath the quiet halls of their grey old colleges,—too regardless of the world around them,—when some mischievous spirit touched their heavy eyelids, and raising a hue and cry around their ears, caused them to wake and look on each other with estranged and hostile feelings. The professor of chemistry, the mathematician, the political economist suddenly found that the dead languages were monopolizing too much time in the educational halls; the advocates of the latter in their turn were pushed into a position which was somewhat too arrogant. "Scientific studies are practical," said one side; "Literary culture is enobling," said the other. Both parties were right and both were wrong. No disciple of learning can love his pursuits too ardently, none can press the claims of his favorite department with too much enthusiasm. We must be earnest or we can neither learn nor teach to advantage. Every one must magnify his office. But in doing this he must remember that there is room and ample scope for all. And he is committing a kind of suicide, when he seeks to uphold his own deportment, whatever it may be, by decrying the rest. This antagonism, however, of ancient learning and modern science has already lost its acerbity, and will soon be numbered with the things that were, but not without some good effects, notwithstanding the momentary

evils which may spring from it. The discussion has called attention to the value of classical studies, and to the grounds on which they rest their claims. The age boldly challenges all past usages to come forward and maintain their position in open court, and by sufficient evidence, or else to yield their usurped dominion over the minds of men; and the age has a right to make the challenge. The life of man is a precious, a holy thing; most especially is the period of youth a gift fraught with unspeakable weal or woe. It is the time allotted by Providence to the formation of character and the acquisition of habits which shall tell upon eternal destiny. Studies which claim to fill up a large part of this formative period, so big with fate, should be examined with keen eyed suspicion, and at once thrust from their proud eminence, if they fail to make good their pretensions. And it need scarcely be said that the classics have survived the fiery ordeal, fully sustained in their position, and more completely entrenched than before in the hearty esteem of all those who are the friends of learning and religion. The arguments which have been presented in their defence it is unnecessary here to repeat.

We hold, then, that the position of the classics, as an intregal part of our educational system, is impregnable. And in consequence of the very strength of their position they should submit cheerfully and with patience to the just strictures which have been provoked from time to time by the errors, the deficiencies, the conceit and pedantry, with which nearly all are chargeable who have been engaged in teaching them and advocating their claims. Those who are pursuing these studies, who desire to see them cultivated in the right spirit, and producing all the good they are capable of, far from deprecating any attempt to question the utility of their labors, and the wisdom of their methods of instruction, should be the first to look into the real condition of their department of education, to point out the mistakes and abuses that exist, and if possible, devise a remedy. We are upon strong ground, we have nothing to fear from the confession of our sins;—let us make a clean breast. In the first place let us plainly acknowledge that while the classics have not been without some good fruits, still, on the whole, up to the present time, they have accomplished nothing in this country, adequate to their pretensions;—that they have failed, with but few exceptions, to promote, so much as they ought to do, the mental discipline of our youth;—that they have been so poorly studied as even to make scarcely any lodgment in the memory;—that we have learned them and taught them in miserable fragments;—that, in short, we are ignorant ourselves, and our pupils are generally more ignorant than their teachers; and if we can do no better, we have no right to the inestimable time now assigned to us in the educational course. What then shall we do?

In the first place we want combined and united effort on the part of all who are engaged in this branch of education; that unity of action, which, as before suggested, is neccessary to the success of the whole educational enterprise, and which, if possible, is still more essential to that portion of it which embraces the classical studies. If we act separately, without regard to a common relation, each pursuing his own plans, neither giving nor receiving counsel, it is evident that we must remain where we now are, moving perpetually in the same circle;—hopeless "gerund grinders." Let us break up this isolation; let us do it here, though in other communities they may choose to maintain still the dignity of solitude. Let us come together, and agree upon some uniform and progressive scheme of studies, which shall secure to our students in each

part of their course, the precise kind and amount of instruction they may need; which shall designate the particular subject of attention best adapted to each step in their progress, and thus secure to them the most economical and effective employment of their time from the beginning to the end. Without this unity of action on our part, I need not say, every attempt at improvement must fail. It is a Herculean task to break up the old and preposterous course and method which, originating no one knows where, has rested like an incubus upon our classical learning for many generations. Again, I say, let us come together.

One cause of our failure is to be found in a national trait of character, which though baneful to all branches of learning, and operating perpetually against the success of all our institutions, is more pernicious to the classical course than to any other. It is "hurry." The pupil is in a hurry, the teacher hurries, the college hurries. The result is a matter of painful experience. We are superficial and inaccurate; always crippled, always obliged to turn back and learn again just when we can ill afford the time; always learning and never coming to knowledge; and in the end dissatisfied with our education and convinced that we have lost more days, nay years, in retracing our steps to gather up what we have neglected or lost, than we have ever gained by hurrying. But this tendency to haste does not arise wholly from our natural disposition; it is in some measure the result of circumstances. The college requires too much reading in the preparatory course; the teacher is sometimes ambitious to put his classes over more surface than they can well understand, and the pupil is often influenced by the desire to shorten his term of study so as to save expense, or to get into his profession.

So far as the colleges are concerned, I think it will be found every where that even while they persist in crowding the preparatory course with so much reading, they prefer that the candidate should come prepared to sustain himself well on what he has read, though it be but a fraction of the whole; and that he should be thoroughly drilled in the grammar. They want thouroughness rather than quantity; a knowledge of the language itself rather than a mechanical and imperfect translation of this or that author. And they invariably find that those students make the highest attainment, who come from the few institutions, where little, comparatively, is read, but much written, and much analyzed and tested by the grammar. The teacher, then, will consult the real interests of his pupil by diminishing the quantity, while he encourages in him the habit of critical accuracy.

Another mistake, we think, is generally made in the introduction of poetry too early in the course. Suppose a Persian or a Birmese youth were placed under your charge for the purpose of learning the English language. Would you at the end of six months or a year put into his hands the Paradise Lost or Pope's translation of the Iliad? These productions can be appreciated only by a grown up and educated American; and what prudent teacher would select such works to be read by an uneducated and undisciplined youth from a foreign land, just making his first acquaintance with our language? And yet the absurdity in his case would not be so glaring as in the one we are endeavoring to illustrate; for the teacher would have the advantage of instructing in his own, living, language, and the youth would be greatly aided by constant intercourse and conversation with those to whom that language was native; whereas the beginner in the ancient languages derives no aid from the living

voice, while the teacher feels more or less uncertain of the real meaning of the text. If, therefore, it would be unwise to introduce the foreign student so early to the reading of Milton, much more unreasonable is it to put our own pupils into Virgil, when they are hardly acquainted with the elements of the Latin grammar. Yet this we are doing year after year, under the prescription of an old custom, just as if Virgil grew, if I may so speak, in that part of the course, and must be read at that particular point or no where.

We say nothing of the sacrifice of so fine an author, the most perfect versifier, according to Addison, of all the ancient poets. But we protest against the sacrifice of the time and the best interests of the student. He spends six months or a year, and in some schools, more than a year, upon Virgil, when he should be reading Cæsar, Sallust, or Nepos. If he really understands the author as a poet should be understood, and this, we know, is not often the case, what knowledge has he acquired in the meanwhile of the fundamental principles of the language? Is epic poetry the proper medium of learning the general usuages of a language? Or should the language of poetry be studied before that of prose is at all understood? Poetry departs in every line from the ordinary rules of construction and arrangement, and abounds in grammatical and rhetorical figures. Presented to the mind at an early stage of the course, these exceptions and peculiarities become as conspicuous in the memory as the general laws, and are confoundedwith them,—if, indeed, either rules or exceptions can be remembered in the effort to grasp so many things, and crowd them into the brain at once. But in general there is little effort of this kind, for the teacher is two much in a hurry to dwell upon the important differences of idiom in poetry and prose, while the student in his eagerness to get over the ground hardly knows whether he is reading the Æneid or Nepos, or whether his translation makes sense or nonsense. He tramples rough shod over the delicate and beautiful conceptions of Virgil, ruthlessly crushing, like a horse in a crockery shop, every polished image, every costly vase. Let us at once rescue Virgil and our pupils from this time honored abuse.

Johannes Clericus, several generations ago, wrote on this matter of the order of classical studies in substance as follows: every thing must be taught at the proper time and in due course; each step should be well taken; one thing should be finished before another is begun; the simplest things should be studied first, prose before poetry; grammar before rhetoric; history before philosophy. Take, first, those authors whose style is nearest that of conversation, such as Terence and Plautus; then the easier historians, Cæsar and Nepos; read them through; commit sentences to memory; and imitate them with sentences of your own; you may now venture to enter carefully and slowly upon some of Cicero's orations: after which you can read Livy and Sallust; you may then study with advantage the satires of Horace and Juvenal; then Tacitus; and last of all the Odes of Horace, and the Æneid of Virgil. Thus the lyric and the epic crown the work, and the flute, the lyre, and the wreath, lend grace and glory to the well designed and well compacted fabric. Only prefix to this arrangement of strictly classical authors, an elementary training in the paradigms of some grammar, accompanied with simple exercises in translating reciprocally from one language, to the other, and your whole course of education, at least in one language, is complete. As to the order of reading in Greek there is no difficulty that we are aware of, and therefore it need not be discussed here.

But the wisest arrangement of authors will be of no avail as long as the at-

tention of students is directed so exclusively to translating, and this in the haste and impatience of which I have spoken above. Colleges must cease to countenance a rapid and superficial preparation. And who will deny that at present they nearly all encourage the candidates to present themselves too early! The colleges are feeble and they need the tuition, or they seek for large numbers and popularity, even when they do not depend on tuition. In this state, at least, if we will be decided, we can place this matter in the right attitude. Here again the advantage of a mutual understanding, and of concerted action is apparent. Let the schools and accademies have the assurance that the terms of admission will be adhered to, and that their students cannot slip from their hands half prepared; let the collegiate faculties, on the other hand, receive no one without the recommendation of his preceptor, and let them feel confident that none but such as are worthy shall be recommended.

But there are still other evils. A good classification is a condition of the highest success; the division of schools into departments, according to studies, and of departments again into classes, according to attainments. But the limited number of teachers makes this difficult at present, if not impossible. Still as all studies suffer, and not least the languages, where classification is imperfect, we must approximate as nearly as the circumstances will allow to a proper classification, and patiently wait for the time when a more liberal support, a greater number of teachers, and a more complete division of labor, will bring this most desirable object within our reach. Meanwhile an earnest spirit, a philosophical method, and a careful attention to the wants of the pupil at each step of his progress, will make up in a great measure for disadvantages beyond our control.

We should not leave this subject without pointing out the deficiency, which is very general, in the English elementary training of candidates for college. They are too often ignorant of geography, of English grammar, and of spelling; and they seldom acquire habits of neatness and propriety in drawing up written papers. These deficiencies cannot well be made up in college, and they continue to cripple and annoy the victim of early negligence through his whole life.

Shall I now venture to propose a plan for united action? Let a standing committee be appointed on classical education; let their first and immediate business be to report a course of studies. Let such a course be thoroughly discussed, and, if possible by the sacrifice of individual preferences, let it be adopted as the preparatory course of classical education to be pursued in this state. As uniformity is the most important consideration, we may feel assured that any course agreed upon by the teachers will meet with the hearty approval of both the Regents of the University, and of the collegiate faculties. Students thus prepared at different institutions in the same manner would come together in college classes under tenfold advantages, and the success and profitableness of their whole education would be greatly enhanced. Every one must see that when the preparation is unequal, the best scholars are obliged to wait for the rest, and that the standard of attainment is thus determined by the poorest. In addition to this an organization might be entered into in connection with the general association and subordinate to it, for the purpose of corresponding, of holding occacasional meetings, and of keeping alive a more earnest and effective interest in this department of education.

Official.

ANSWERS TO THE QUESTIONS ON THE SCHOOL LAW,

BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
Lansing, April 16th, 1855.

NUMEROUS questions are submitted to this Department by school inspectors, members of district boards, and others interested, in relation to the proper construction of certain sections of the School Law, and concerning its practical workings in particular cases. To answer all of these questions with care would consume the entire time of the Supintendent, who has various other duties to perform. As many of these questions are of like import, the undersigned proposes to answer, from time to time, such of them as are most frequently asked, through the monthly issues of the Journal of Education, which is sent by authority of the Legislature to the clerk of every township in the State, and which should be by him preserved in the township library for reference. The school inspectors and district officers in the various townships of the State will hence have an opportunity of consulting questions and answers that may be thus published, which it is believed will tend to disseminate more widely a correct knowledge of the practical workings of our School System, and which it is hoped will at the same time abridge the correspondence of this Department. Correspondents will see the propriety of stating their questions as clearly and concisely as practicable.

IRA MAYHEW,
Superintendent of Public Instruction.

QUESTION 1.—The mill tax in the township of ——— is some $200, and the question is,—Is it the right and the duty of the school inspectors to deduct the $25 for library purposes from the gross amount of said tax, before allowing the clerk to apportion the same to the several school districts of the township?

ANSWER.—Section 73 of chapter 58 of the Revised Statutes of 1846, provides that the inspectors shall apply for and receive from the township treasurer, *all moneys* appropriated for the township library of the township, purchase books for the township library, &c.

Section 107, makes it the duty of the supervisor to assess upon the taxable property of his township, one mill on each dollar of the valuation thereof in each year, and directs that $25 of the same shall be applied to the purchase of books for the township library, and that the remainder thereof shall be apportioned to the several school districts in the township, for the support of schools therein.

It hence becomes the duty of the school inspectors, under the provision of section 109, to draw their warrant upon the township treasurer for $25 of the mill tax, and apply the same to the purchase of books for the township library. The remainder of said mill tax it is the duty of the township clerk to appropriate among the school districts of his township according to the provisions of sections 98 and 107.

QUESTION 2.—A fractional district is formed from the two adjoining townships, A. B. the schoolhouse being in township A. The director of this fractional district reports to the school inspectors of the township of A., but makes no report to the inspectors of the township of B. The question is,—Can the clerk of the township of B. regard this district in apportioning either the mill tax, or the primary school interest fund to which the township is entitled?

ANSWER.—The clerk of the township of B. has nothing to do in the appointment of either the mill tax, or the primary school interest fund to which the township is entitled, the *schoolhouse* being situated in *another township.*

The statutes relating to fractional districts are somewhat confused, and perhaps con-

tradictory. It is evident that the *design* of the law in relation to them has been changed, in some respects, since the publication of the Revised Statutes of 1846. Several sections have since that time been modified; some have been repealed; and four were added, by Act 299 of the Session Laws of 1850. The sections added as published in the School laws of 1852, are numbered 141, 142, 143, and 144.

Whenever the provisions of these later enactments conflict with the provisions of previous statutes, said statutes must be so interpeted as to harmonize with the later enactmets. Thus, the later clause of section 139, enacted in the year 1846, must be interpreted so as to harmonize with sections 142 and 143, these having been enacted in 1850.

The statutes seem now to regard fractional districts as belonging to the townships in which their schoolhouses are situated, so far, at least, as relates to making reports, and the distribution of the primary school interest fund, and of all moneys raised by tax for the support of schools.

QUESTION 3.—How shall the directors of fractional school districts make their annual reports so as fully to comply with the requirements of law?

ANSWER.—Section 81 of the Revised Statutes relating to public schools, as modified by the session laws of 1850, (act No. 157, section 5,) and as published in the school law of 1852, makes it the duty of the director of a fractional school district to make his annual report to the clerk of the township in which the schoolhouse is situated, just as any director makes his report. And here his duty ends, so far as relates to his regular report.

Section 82 makes it the duty of the director of a fractional school district further to report to the clerk of each township in which the district is in part situated, the number of children between the ages of four and eighteen years residing in that part of the district lying in such township, which report constitutes the basis upon which books shall be drawn from the library of each township in which the district is in part situated for the use of such district. But again:

Section 144 provides that the board of school inspectors for any township shall have power to suspend the operation of sections 51 and 115, (which sections provide for the distribution of the books belonging to the township library every three months among the several school districts of the township, in proportion to the number of children in each, between the ages of four and eighteen years,) whenever they shall be of opinion that the convenience or the interests to the people of the township will be promoted thereby. When the operations of these sections shall be thus suspended in any township, the people of said township will draw books directly from the township library, under such regulations as may be established by the board of school inspectors. In such cases the provision of section 82 ceases to be of any practical utility.

Section 140 originally provided that the qualified voters of any *township* might, by a vote at the annual township meeting, raise by tax a sum not exceeding fifty cents for every scholar in the township between the ages of four and eighteen years, for the support of schools therein. Under this original provision of law, some townships *might* vote this tax, and others might *not*. There was hence a propriety in constituting the report required by section 82, the basis for the distribution of these moneys to fractional districts. But the session laws of 1848, (act No. 206, Sec. 11,) section 140 of the Revised Statutes is repealed, and another substituted in its place, providing that the qualified voters of any *school district* may, by vote at their annual district meeting, raise by a tax upon the taxable property of the *district*, whether whole or fractional, a sum not exceeding one dollar for every scholar in the district between the ages of four and eighteen years, for the support of primary schools *in the district*. This provision effectually supersedes the necessity for relying upon the provisions of section 82 as a basis for the appointment of any moneys whatever.

QUESTION 4.—What are the duties of the township clerk in the distribution of the income of the school fund and of the mill tax, to fractional school districts?

ANSWER.—When the county treasurer gives the notice required by section 120 of the amount of school moneys apportioned to any township, section 97 makes it the duty of the township clerk to apportion the same among the several school districts therein entitled to the same, in proportion to the number of children in each, between the ages of four and eighteen years. This provision relates not only to districts situated entirely within any township, but it includes any fractional school district the schoolhouse of which is situated in the township. In the case of any such fractional district, the clerk of the township in which the schoolhouse is situated, in making the

apportionment of school moneys should include the whole number of children within the legal ages residing in the district, whether in his own or other townships; and, as stated in answer to "Question 2," the clerks of the other townships in which the district is in part situated, have nothing to do with the appointment of such moneys.

The same principles apply in the apportionment of the mill tax, when the treasurer of a township shall have given the notice provided for in section 143.

QUESTION 5.—What are the liabilities of supervisors who neglect or refuse to assess the mill tax according to the provisions of section 107.

ANSWER.—The Legislature of 1851 changed what was previously known as the mill tax; but the legislature of 1853, restored section 107 as it originally was in the Revised Statutes of 1846. Section 107, as it now stands, makes it the duty of the supervisor to assess upon the taxable property of his township, one mill on each dollar of the valuation thereof in each year, and provides that $25 of said tax shall be applied to the purchase of books for the township library, and that the remainder thereof shall be apportioned to the several school districts in the township for the support of schools therein.

Section 141 expressly provides that if any supervisor shall neglect or refuse to assess the taxes provided for in section 107, he shall be liable to pay to any school district the full amount lost to such district by such neglect or refusal, with the interest thereon, to be recovered by the assessor in the name of the school district, in an action of debt on the case.

IRA MAYHEW,
Superintendent of Public Instruction.

Youths' Department.

PROBLEMS.

1. Two students bought a can of burning fluid, and having no means for dividing it, they agreed that one should pour out until the surface of the fluid touched the opposite edge of the bottom of the vessel, and that the other should have the remainder. It is required to find what each should pay, at the rate of 10 shillings a gallon, supposing the can containing the fluid to be the frustrum of a cone, the depth 10-5 inches, the bottom 7-6 inches, and top diameter 5-9 inches.

2. Bought a certain number of oranges at 3 cents each, and as many more at 5 cents each, and then sold the whole at 4 cents each; did I gain or lose?

3. Bought a certain number of oranges at 3 for 1 cent, and the same number at 5 for 1 cent, and sold them all, at the rate of 4 for 1 cent; did I gain or lose.

4. Paid out one day a sum of money for 3 cents each, and on the day following an equal sum for oranges at 5 cents each, and the third day sold them at 4 cents a piece; did I gain or lose.

ANSWERS TO PROBLEMS IN APRIL JOURNAL.—P. sends us Algebraic solutions of our problems of last month, which for want of necessary type, we cannot publish. His answers are as follows:

1. No. of yards 350; price per yard, $4.
2. Diameter of large circle 200.
3. Diameter of globe 6.

If our young friends will accept these problems for their usual pages this month, we think we may promise them something of more than usual interest in our next.

Editor's Table.

We need offer no apology to any reflecting reader for the lack of our usual variety of matter. The able papers we publish will more than excuse all deficiencies. The magnificent plan proposed in the Report of Prof. Winchell demands more than a passing thought from the teachers and friends of science in Michigan. Prof. Baird, Asst. Sec'y. of the Smithsonian Institution, writing to prof. W. since the meeting of our association, says: "Your plans and programme of organization is a most capital one, and you may be assured that the Smithsonian will co-operate in every possible way."

Prof. Winchell says "I shall be glad to have you say through the Journal to the "correspondents" that I wish any of them who feel disposed to make any botanical or zoological collections to address me, and I shall soon be enabled to furnish each with a copy of the Smithsonian pamphlet of instructions as to the objects desirable to collect, and also how they may be preserved." Want of space forbids the publication of other extracts from Prof. W's. letter.

The following names of volunteer "correspondents" have been handed in. Teachers throughout the State are earnestly invited to unite in the enterprize and send in their names to the Curator, Prof. A. Winchell, Ann Arbor.

Mrs. M. A. W. Dunlap, Jonesville.
Miss A. M. Greene, Hillsdale.
Mrs. M. M. Hulbert, Ypsilanti.
Miss M. P. Winslow, Grand Rapids.
" E. M. Fellows, Manchester.
" L. Reddick, Niles,
" Clark.
W. J. Jackson, Ann Arbor.
Geo. K. Newcomb, Mt. Clemens.
H. M. Newcomb, Milford,
Prof. R. Nutting, Lodi.
Miss H. N. McCutcheon, Ypsilanti.
" S. A. Newton, Ann Arbor.
" M. W. Ludd, Ann Arbor.
Prof. J. Chandler, Coldwater.
S. Galloway, Hamburg.
Louisa Field, Adrian.
M. B. Beals, Flint.
Prof. J. Estabrook, Ypsilanti.
" D. Putnam, Kalamazoo.
" J. M. Gregory, Detroit.
" E. S. Ripley, Jackson.
Franklin Hubbard, Adrian.

☞ But few responses have yet been received to our proposition for an enlargement of the Journal, published in the April number. We propose now to lengthen the time till the first of June, and as this number, being occupied with the proceedings of the association, is not a fair specimen of the enlarged issue, we will make our June number also 48 pages. Friends! what say you, must we then go back to 32 pages? See our club terms and premiums.

☞ To Township Clerks.—We send this number to the same addresses as the former ones. Will the newly elected town clerks forward their address, if any change is to be made?

Several Inspectors have signified their intention to recommend the Journal to the candidates for the Summer schools. Will not inspectors generally aid us in this matter. The Summer teachers should all have it.

☞ A "traveling correspondent" sends us his "Notes by the Way," for

which he will accept our thanks. Want of space forbids us to make more than a brief extract. Speaking of the Union Schools he has visited, he says, "While I am happy to say that in a majority of cases the schools and houses are such as would do honor to any people, I am compelled to admit that in some, even of the most able towns, they are a disgrace. The great burden of their effort seems to be to obtain thoroughly qualified teachers, but they care very little what sort of a shell they put them in, provided the conscience is sufficiently elastic to allow of its being called a school house." He justly commends the educational spirit and school houses of Jackson, Battle Creek, and Grand Rapids, but speaks in quite a different strain of the school buildings of Kalamazoo and Marshall. The Marshall house has a fine exterior but he says the impression on entering is like that experienced in going into a prison.

Mr. Cheesebro has resumed his place in the Union School, Grand Rapids, greatly to the satisfaction of the citizens.

☞Mr. J. F. Nichols, so long known as the popular principal of the Capitol school in this city, has been elected to fill the new office of Superintendent of the public schools of Detroit, and has already entered upon the duties of his office. We congratulate our friend upon this appointment so honorable to him, and, as we firmly believe, so auspicious to the public school interest of the city.

The recent pupils of Mr. N. visited him in a body after his departure from school, and presented him with a beautiful silver fruit basket as a token of their esteem. It is understood that Mr. Olcott is to succeed to the place thus left vacant. Another excellent appointment.

We cannot refrain in this place from the confession of our sincere admiration for Messrs. Marcy, Smith and Olcott, the talented and faithful teachers who stand at the head respectively of the chief public schools of this city; nor for the able assistants, who so efficiently co-operated with them to make our public schools what they are, notwithstanding their pecuniary embarrassments and stinted facilities, the pride and blessing of the city.

☞The second of the series of articles on the "Prussian System of Education," prepared for our last number, has been unavoidably deferred. Will our esteemed contributor accept this apology for the present. The poem, the Teacher's Invitation will appear in our next.

Literary Notices.

Ida Norman. By Mrs. Lincoln Phelps Sheldon Lamport & Blakeman, N. Y.

It may not be known to all our readers that this popular story was written by the authoress of Lincoln's Botany, a book so widely known to the students of the vegetable kingdom. But besides being written by a teacher, Ida Norman has the farther peculiarity of having been written for the school room, and the

successive chapters were actually read, regularly, by their authoress to her pupils, for whose improvement they were penned. The sentiments are such as a high-minded teacher would wish to impress upon the young, and the tale is well calculated to illustrate and enforce those principles of moral character which we so much wish our children to possess. The story is deeply interesting of itself, but possesses a higher than ordinary interest to teachers. Parents may place it in the hands of their children not only without fear but with an assurance that they will be benefitted by its perusal. For sale at Thos. M. Cook's Jefferson Avenue, Detroit.

A Key to the Solar Compass, and Surveyor's Companion. By Wm. A. Burt, U. S. Deputy Surveyor.

Our thanks are due the author for a beautiful little volume with the above title. It embodies the results of the study and experience of one who is not only an eminent practical surveyor, but who has conferred a lasting benefit upon science, in the solar compass of which he is the inventor, and to those who have ever seen that instrument, the book before us will need no commendation. Besides the practical directions, scientific and otherwise, scarcely any of which are found in our ordinary treatises on Surveying, this book contains in convenient form and beautiful type, the traverse and other tables indispensable to the surveyor

Davies' New Arithmetic. Published by A. S. Barnes, & Co. N. Y.

Davies excellent series of Arithmetic, being widely known throughout the state, we need only say that this book is a thorough revision of his School Armithmetic.

Exercises in Latin Composition. By Rev. P. Bullious, D. D. Farmer Brace & Co. N. Y.

To those who have used Dr. Bullion's excellent and popular series of grammars, we need say nothing in praise of this last contribution of his pen to the cause of popular learning. It was needed to complete his series of elementary Latin books, and we heartily commend its use to those who are seekng a thorough acquaintance with the Latin tongue.

Elements of the German language, based on the affinity of German and English, with exercises, reading, conversation, paradigms and dictionary. By Elias Peissner. Farmer Brace & Co. New York.

The author of this German Grammar is professor of the German language in Union College. The paper, printing and general appearance of the pages are excellent, but we must get along a little further in our studies before we can speak critically of its contents.

The American Debater. By J. N. McEllott, L. L. D. Ivison and Phinney, New York.

We are indebted to the publishers for a copy of this book by mail. Its object is to teach the science of debate, and by the mass of information it affords in regard to rules of order in deliberative bodies and directions for extemporary debate, with its copious examples and skeletons of debates, its extensive list of questions many of them supplied with reference to authors to be consulted, it must become a popular as it certainly will prove a very useful book to the debating clubs connected with our higher schools and scattered throughout our villages. We most cheerfully recommend this neat volume to the student or young man desirous of obtaining skill in the useful art of public debate.

Several notices of books, intended for this number, have been crowded out.

MICHIGAN

Journal of Education

AND TEACHERS' MAGAZINE.

VOL II. JUNE. NO. VI.

THE FOUR STUDENTS.

The rays of the setting sun shining into one of the westernmost rooms of —— College fell gleamingly across a table strewed with books around which were seated four students of the class that was to graduate on the morrow. For a while they watched in silence that sunbeam as it played amongst the books, now encircling one in glory and now another, as if in mimicry of the fame that had successively greeted their publication, and, like that, pouring its richest glow upon the topmost of the pile and doubling its brightness upon those with gilded binding, till leaving them all in obscurity it swept through the air above them as if watching for another candidate for immortality. "Classmates," cried one of the group, suddenly breaking the silence, "I have a question to ask. We four have the best appointments on the roll for the exercises to-morrow, and this is presumed to indicate that we are the best scholars of our class. Alike in this, we are alike in nothing else. Four more dissimilar men could not be selected from the whole catalogue," and the speaker, whom we shall call Frederick, glanced half in fun half in earnest around upon the faces of his companions. "Now a fancy strikes me to seek the motives which have led four such different characters to the same result. We are about to separate for years, perhaps forever; I propose that each one shall confess here to the others the ruling motive which has led to his attainment of his present scholarship.

"Agreed," responded the listeners, whom we may know by the names, Alfred Erasmus and Francis; "and do you, Fred., since you are the author of this sage scheme, begin."

"Well," replied Fred., "as it is for my gratification you consent to confess I will not refuse; now then for a clean breast. My ruling passion is ambition —an ambition to excel others—to be first. I had as lief not be as be one of the common herd. When I went to the district school I chanced to excel my little class-mates one day and our teacher to shame them for their idleness

pronounced publicly some words of extravagant praise upon my scholarship. That decided my fate. Henceforward urged by new born ambition I took the lead in my class. The flame once kindled, burned ever higher My example was publicly quoted by my teacher as an incitement to other pupils, and I often overheard parents praising me to their own children in hopes to rouse them to a diligence equal to mine. I could no longer bear an equal, and though not fond of books I persuaded my father to send me to college, because it seemed the readiest path to the distinction which I will win or perish. In college I have stood first and I confess, classmates, I should have hated your success had it not been evident that you were not intentionally my rivals. As it is, I have won the highest honors and to-morrow I shall drink in new delight as the gaping and envious multitude shall gaze in wonder and admiration upon the valedictorian. And yet friendship cannot withhold the confession that you are all my superiors in learning. In my pursuit of this distinction I have sometimes, when time failed, studied with translations and sometimes borrowed the demonstration which it would have cost me too much labor to prepare; but though I have not grasped quite as much learning as some have, I have studied to a better purpose, and will, if life lasts, head other than college rolls. The world shall yet speak my name with reverence, and learning will lend lustre to my renown."

A fierce, unhappy light played in Fred's large eloquent eye as he thus boastfully confessed his ambition, and yet as he paused a slight blush for a moment covered his face, for a half consciousness flashed upon him that perhaps he had said too much to win the good opinion of his companions. But no comment was offered, and Alfred being called upon in turn laughingly began. "Fred is welcome to his valedictory, for I certainly have not studied all these long years for the poor price of being "up head." If any one chooses to waste his thread of life flying kites, and break it perhaps in the effort to get his kite nearer the clouds than any of his neighbors, he will find no rival in me. I prefer to keep on solid ground, and if Atropos does not sever it too soon I hope to weave my life-thread into good merchantable cloth. To confess the whole truth, I have studied hard because I believed it would pay. My parents are not wealthy, and my brothers and sisters are altogether too numerous to divide so small a patrimony with. My older brothers have gone to trades and stores, but believing the path of science to be the true path to fortune, I spent my earnings for books and school bills, and have tried hard to get the worth of my money. And now, Fred, if you want these fine old Greek and Latin authors you may have them at a bargain."

"No, no," rejoined Fred, "I have no wish to be your first customer. Come my gentle Grecian: Bonum est confiteri, as the psalm says."

Erasmus who was thus addressed, was a pale, thoughtful looking young man, with a large dreamy eye, and absent but amiable look. "I have studied" replied he, "because I loved it. My memory does not reach back to the time when I began to love books. I can almost believe that reading and writing comes by nature; at least in my case. My story books which lay around me on the floor before I rose to the dignity of a seat in the chair, soon failed to gratify my craving for intellectual stimulants, and being sent to school, I plunged into the school books with the same relish with which I had before devoured De Foes Robinson Crusoe. The teacher advised that I should go to college, and my father consented in hope of seeing me rise to honor by my learning. My life in college has been one long feast, for besides my studies which have been pleasant enough, but far too easy to occupy my time, the old library up yonder has proved hitherto inexhaustible even to my gormand appetite. But now I must leave, and it is with much reluctance that I go back to my father's house. I cannot fix my mind upon the choice of a profession since each one has some insurmountable objection in the way of its practice: I have long ago read all the books accessible in our little village, and unless Providence interfere I shall die of intellectual starvation.

This confession delivered with a lugubrious air, and at least half in earnest, was received with a merry peal of laughter, and Alfred taking his hat began to solicit broken victuals, to wit: old books for their poor starving comrade.

But soon all eyes turned to the remaining confessor. Francis had been distinguished through his course for general accuracy in his recitations, and he had won all hearts by the gentle but active piety which had marked his life. Sedate and thoughtful beyond his age, the meek amiability of his look could not conceal from those who narrowly observed him, the presence of great hardihood and even sternness in his character. He had listened with a close and thoughtful attention to the recitals of his classmates, and a shadow swept swiftly athwart his face for a moment as they turned their attention to him, and begged he too would confess why he had studied so hard.

(To be Continued.)

It has long been known that gaiety is not solid enjoyment; but that gaiety should indicate little else than the want of solid enjoyment is a circumstance not always suspected.—*Hugh Miller.*

Be truly polite. Lord Chesterfield says: "Good breeding is benevolence in trifles, or the preference of others to ourselves in the little affairs of life."

A spirit of kindness is lovely in the aged, beautiful in the young, and indispensable to the comfort and happiness of a family.

THE PRUSSIAN SYSTEM OF EDUCATION.

(Continued from March No.)

In a former article we have presented a few preliminary considerations on this subject. It may be proper, before proceeding farther, to enumerate once for all, the sources of our information. Aside from some opportunities at a recent period for personal observation, we have at hand the following works:

1. Raport sur l' etat de l' Instruction Publique dans quelques pays de l' Allemagne, et particulierement en Prusse. Par M. Victor Cousin.
2. Sir Wm. Hamilton's review of the above work, Edinburgh Review, July 1833.
3. Schulgesetzgebung Preussens, von A. Heckert.
4. Preussische Volksschulwesen, von W. Harnisch.
5. Die Preussischen Universitäten. 3 Bde. von J. F. W. Koch.
6. President Tappan's report to the Board of Regents of the University of Michigan; presented Nov. 15, 1853.

The above may seem like a somewhat formidable array of learned works to stand at the head of a few cursory articles in this Journal. We enumerate them partly for the mere purpose of pointing out the principal works of authority on this subject, and partly to assure our readers that we are not giving simply our own uncertified speculations.

After all, we feel no small degree of diffidence, in saying anything whatever, on a subject so difficult, and so far removed from our daily observation. It is never easy to speak with candor of a foreign country and its Institutions.—We are warned by the extravagant errors of the most enlightened foreigners who have written concerning us, to speak of them with circumspection. Nor is candor sufficient of itself to guard against error. Positive information and the exhibition of reliable documents are in general alone satisfactory.

In speaking of the system of education which has been adopted in Prussia, we do not propose to dwell on the relations and the connections of that system with the civil government; or as it may be called, on the mere mechanism of of the system,—the division of the whole kingdom into provinces, of these provinces into departments, of these again into circles, and lastly of the circles into communes or parishes, (Gemeinde). We shall not speak at length of the manner in which the authorities of the parish are made responsible finally to the Minister of Public Instruction through the intermediate authorities, those of the circles, of the departments, and of the provinces. The work of Cousin and the review of Sir Wm. Hamilton are occupied chiefly with topics of this nature, and those who desire to investigate fully these interesting and instruc-

tive questions are referred to these two writers. We have no intention whatever of discussing the relations of the system; but rather, if it is possible to view by itself, apart from all relations and all connections of church and State, the bare system of instruction. This may seem impracticable; but we do not think it to be actually so. The various civil officers, who are appointed to superintend the system of public instruction, important as their sphere may be, are not necessarily in our estimation a part of the system itself. They merely regulate it and keep it in motion, and it is obvious to our minds, that as the propelling and regulating power which is applied to a piece of machinery may be variously modified, or even entirely changed, so the organization of a civil power which controls a system of education, may be variously changed or superseded by an altogether different organization. Our design, therefore, is to confine our remarks, as much as possible to what we consider the mere system of instruction.

The schools of Prussia may be divided in general, into three classes—the primary, and the intermediate schools, and the higher seminaries of learning. We propose to consider these separately in the order thus indicated.

First; of the primary schools. It might very naturally be supposed that an elementary education, in all civilized countries, would be substantially the same, as the subjects of study must be the same, and the methods of pursuing them can hardly be so diverse as in the higher departments of an education. Still, we have observed some points of difference between the means and method of primary education in Prussia, and those of our own country which we deem worthy of notice. These relate to the school houses; the duties of parents; the masters; and the internal organization of the schools.

First, then, of the school houses. In this particular we do not hesitate to claim the precedence to ourselves, although others may entertain a different opinion. We do not speak now of the school houses which were built by our fathers on the first settlement of this country—specimens of which may still be seen in rural districts. For these we certainly claim no great architectural beauty, nor any remarkable elegance within; but judging from our own juvenile experience, we think their internal discomforts have been often exaggerated, and these, whatever they may have been, were generally more than counterbalanced by the situation of the humble edifice; for it almost always had an ample area contiguous to it for a play-ground, and was often near an inviting grove or a shady tree, perhaps also occupying some eminence which afforded a pleasant prospect. Let us accord to our fathers all the taste and judgment in these matters which they deserve. Still we claim to ourselves, to have made some improvements on their models. It not unfrequently happens now, that the handsomest edifices in our large towns are the school houses; and when our

cousins come to visit us, the school house is always one of the sights to be exhibited in our town. Such a thing would seldom happen in Prussia. In making some pedestrian excursions not long ago, through that portion of the kingdom which formerly belonged to Saxony—where the light of the reformation was first kindled—we do not recollect in a single instance, to have had our attention arrested by a school house. The first objects which strike the eye, are the church, perhaps an ancient watch tower, and the Rathhaus—a rusty antique edifice to which, if you wish to stop a day or two in town, you must repair in order to lodge your passport. The Rathhaus, which we cannot translate town-house without conveying a wrong idea, is the rendezvous for the numberless municipal officers of a German town. After having duly admired this relic of the middle ages, should you bethink yourself that you would like to see the school house, you must enquire and search after it; nor when you have found it will its appearance either for situation, style of architecture or internal order and neatness, be very likely to please you. We would not be guilty of exaggerating the difference between the edifices for primary schools in this country, and those in Prussia, but we cannot avoid thinking ourselves much superior in this respect.

Secondly; of the duties of parents. All parents are required by law to send their children to school; and this law is rigidly enforced. The only exception is, when satisfactory proof is furnished that a child is properly educated at home. The expense of sustaining the school is defrayed in part from the fees paid by the parents and guardians of the pupils, but mainly by the parish from its general fund. If any parent is too poor to pay the required fee, this also is paid by the parish. Thus every child throughout the kingdom is taught to read and write, besides acquiring the elements of other studies. The children of vicious and improvident parents may not be left as they often are in this country uncared for, to grow up in entire ignorance. The consequence is, that every Prussian whether man or woman, can both read and write. The question naturally arises, would not a law securing the same results prove benefica among us? If a government should take measures for its own security by suppressing crime, would it not be well, were there no other motive, at least to provide every person with that which is among the surest preventives of crime?

J. R. B.

(To be Continued.)

TRUE DIGNITY.

True dignity abides with him alone.
Who in the silent hour of inward thought,
Can still respect and still revere himself
In lowliness of heart.—*Wordsworth.*

THE TEACHER'S INVITATION.

DELIVERED AT THE CLOSING EXERCISE OF THE N. I. M. S. TEACHERS INSTITUTE—STURGIS.

A mountain erects its bold front to the sky,
Its roots a vast continent firmly embrace;
All radiant with sunshine its summit stands high,
Clouds and darkness cimmerian circle its base.

From the valley beneath as the clouds broke away,
I caught a faint glimpse of the glories above;
And the vision still haunted me, day after day,
Till at length I resolved the high wonder to prove.

My toils were all shared by a guide of my choice,
As upward I climbed o'er the rock's naked form;
And I shrunk not with fear at the hurricane's voice,
Though oft I was chilled by the rough mountain storm.

On a summit above walked a band of glad youth,
Just arrived like myself from the valley beneath;
Their garments were soiled, but a deep love of truth,
Marked each gesture and act, and was borne on each breath.

As over this eminence fondly we rove,
And view with deep transport the glories around;
New guides are presented who point us above,
To an atmosphere purer than yet we had found.

Then upward unitedly turning our gaze,
We behold the vast mount still in majesty rise,
Resplendent with sunshine its pinnacles blaze,
As peak after peak brightly dazzles our eyes.

Soon equipped with fresh armor our march we renew,
These high ramparts to scale to pure regions of day;
Our banner and watchword we bear in full view,
Shouting, "Onward and upward, away, far away."

Far above on the cliffs which hang over our heads,
We behold other hands that before us have gone,
We mark with what firmness each skillful foot treads,
And the shout of their triumphing beckons us on.

Then, "Onward and upward, away far away,"
Bursts forth from our ranks as we rush up the steep,
We climb the rough precipice day after day,
And o'er the high crags with fresh vigor we leap.

We arrive at our goal, and new voices we hear,
As the morning stars join in an anthem of praise:
Enraptured we listen to the voice of each sphere,
And all nature unites a grand chorus to raise.

And we gaze far away through the regions of space,
And behold circling suns their vast courses fulfill;
We scan our own planet, and plainly we trace,
A Deity's footsteps,—the stamp of his will.

We look still above and the mighty of earth,
From their high beetling pinnacles beckon us on,
And the robes of their brightness proclaim their true worth,
While the laurels that crown them tell of victories won.

A *steam-car* bears FULTON aloft in the train,
And EDWARDS' lips glow with the truths they impart;
There FRANKLIN'S right hand grasps the lightning's red mane,
And the flash of his eye rives the tyrant's gnarled heart.

And BOWDITCH suspends his magnificent scales,
And vast suns and planets triumphantly weighs;
The swift flying comet he faithfully hails,
And with his train's network in sportive glee plays.

And BURRITT still toils in his upward career,
His anvil we see, and his hammer and tongs:
And the voice of his forgings distinctly we hear,
As their music is wafted to listening throngs.

There ALLSTON portrays on the face of the sky,
In the tints of the rainbow his own radiant form:
On a granite cliff seated, POWERS and GREENOUGH defy,
As they chisel their statues, the wild mountain storm.

With far reaching telescopes, mounted and bright,
Young MASON and OLMSTED trace the nebula's ray;
While WILSON receives with a young heart's delight,
The homage that none but a monarch can pay.

And keen sighted HITCHCOCK explores the deep beds,
Of the mountain's own adamant,—barred to our sight;
While MORSE with his lightning steeds noiselessly treads,
O'er the mountain's rough back with the swiftness of light.

Enrobed in a vestment his nation bestows,
Sits HENRY, with EBPY the *storm king*, placed near;
And the face of "the *Old man* the *eloquent* glows,
As Senators vanquished applaud while they hear.

* * * * * * * * *

I have seen these bright forms, and I've heard their loud call,
And soon shall return to these pure realms of day;
Who'll join me through pleasures and dangers and all,
Shouting "Onward and upward, away, far away?"

N. I. M. S.

Ontario, Indiana.

TOIL, A TEACHER.—The best and noblest of all schools, save the Christian one, is that in which honest labor is the teacher,—in which the ability of being useful is imparted, the spirit of independence communicated, and the habit of persevering effort acquired; and which is more moral than the schools in which only philosophy is taught, and greatly more happy than the schools which profess to teach only the art of enjoyment.

Noble, upright, self-denying Toil! Who that knows thy solid worth and value would be ashamed of thy hard hands and thy soiled vestments, and thy obscure tasks,—thy humble cottage and hard couch and homely fare! Save for thee and thy lessons, man in society would everywhere sink into a sad compound of the fiend and the wild beast; and this fallen world would be as certainly a moral as a natural wilderness.—*My Schools and School Masters*.

THE PARENT *versus* THE STATE.

Who is the chief educator? or to whom does the business of educating the young chiefly belong? To this question, which lies, mostly unnoticed, at the basis of our educational theories and which must, evidently, ere long challenge a distinct consideration, three diverse replies seem ready to be given by the three classes who on this subject divide the public mind. One class will answer, The Parent; another, The State; while the third says The Church. This last class, the smallest in number and influence, either from an habitual deference to the ecclesiastical power, or from the desire to make the religious element paramount in education, would roll upon the church the business of providing schools, and would make the clergy their guardians if not teachers. How far the opinions of this class may prevail in the future discussions of this question cannot be clearly foreseen; at present an almost unanimous popular verdict pronounces their reply inadmissible. It is with the former two of these replies, therefore, that our discussion is now concerned.

In propounding the inquiry whether the Parent or the State holds the chief place in a true educational system, we do not wish to stir up an antagonism where none now exists, (and it is certain that any idea of rivalry between the State and its citizens in the business of education has not entered the minds even of those who lead in educational ideas,) but this question underlies all the more common questions in debate concerning our school system and the day seems not distant when it will force itself on the public attention. The question of religious instruction in school hinges upon this of parental or State supremacy in that school, and even the whole question of the expediency of a State—supported system of public instruction must be affected largely by the answer which shall be given to our opening inquiry.

If the State owes it as one of its inherent duties to provide for the education of its citizens, then the teacher is but the agent and representative of the State, and of course the State cannot authorize him to give such religious instruction as its organization forbids it to provide. The question may still recur whether since its duty to educate grows out of the law of self preservation, it is not bound to give that high moral and even religious education which alone can adequately promote its well being and perpetuity; but as the State was created to preserve the rights of its citizens, it seems evident that it cannot through its schools violate those most sacred of all rights, the rights of conscience. But if the Parent is the chief educator, if the duty of educating his children be among his parental obligations, then the teacher is the representative and agent of the parent and must give such instruction as the parent would be bound to

give in his place. If it be objected that the teacher is the representative not of one merely but of all the parents whose children he instructs and cannot therefore give such instruction as would violate the conscience of any one of those parents, we reply that the objection is valid against the parent's employing a teacher who cannot fitly represent him, but not against the teacher's giving such lessons as he would be bound to give his own children. The parent's duty to educate his offspring is prior and paramount; his duty to employ a teacher or send to school is only contingent and subordinate.

If it be urged that the parent may employ a teacher merely to educate the intellect, it has been rightly answered that the understanding cannot be disevered from the conscience in the process of education. It is to be remembered however that the highest religious instruction required in schools does not necessarily involve sectarianism, though it certainly does embrace christianity.

The fact that the State furnishes the parent facilities for the fulfilment of his great duty as an educator does not change the relation between the parent and the teacher he employs, even when the aid of the State extends so far as to make the school free of cost. If the enjoyment of the public support requires a degradation of the character of the education which the parent owes to his child, then the consequence sternly follows that the public support must be relinquished. Nay, farther, the combination of different families to support the same school can be right only on condition that all can conscienciously employ the teacher of such school in the fullest exertion of his whole duty and influence as an instructor. It need not be feared that this will exclude from the common school the child of any parent who believes in the Bible. Experience has proved beyond doubt that a teacher of the most active piety may teach so as to render his pupils christians without offence to a single scruple of any christian sect in the community. His right so to teach turns, as we have stated, on the question whether the State or the parent is the employer.

A system of public instruction has justly been considered one of the first cares of each new State that has arisen over our wide domain, and added its star to the constellation which spangles our national flag. The duty of the State to provide and regulate public schools is now too widely conceded to be safely attacked, or to need new sustaining proof; but the character and extent of that duty must depend largely upon the position the State is supposed to occupy in reference to the whole business of rearing and training the young.

If the State either from its obligation to secure the rights of its children, or from the interest which every community confessedly has in the intelligence of its different members, is authorized to assume to itself the whole business of

lucation, then the whole school system is a department of the government id ought properly to be entirely supported from the public treasury. The tate should proceed to establish schools and colleges for its children, if not in ntire forgetfulness of their parents with only such regard for them as may erve to enlist their parental aid and influence in the prosecution of the work.

If to the parent belongs the primary place of duty and authority, then any ction on the part of the State which would supersede the parent or abridge is liberty must be insufferable tyranny. Even the provision for schools is merely an offered aid, and cannot wisely extend beyond the parent's needs.—Aid that would entirely relieve the parent from care or control of the schools would practically be a prohibition of such care or control, and would relieve him from responsibility that he has no right to relinquish. We must postpone till another month the attempt to answer more directly the question we have raised.

THE STUDY OF WORDS.

The following is from a little work entitled "English Past and Present." It is from the pen of Archdeacon Trench, whose writings theological and philological have made him well known to the religious and literary world. The book is a valuabe one to teachers.

Suppose the English language to be divided into a hundred parts; of these, to make a rough distribution, sixty would be Saxon, thirty would be Latin (including of course the Latin which has come to us through the French,) five would be Greek; we should thus have assigned ninety-five parts, leaving the other five, perhaps too large a residue, to be divided among all the other languages from which we have adopted isolated words. Thus, just to enumerate a few of these latter; we have a certain number of Hebrew words, mostly, if not entirely belonging to religious matters, as 'amen,' 'cabala,' 'cherub,' 'ephod,' 'hallelujah,' 'jubilee,' 'manna,' 'Messiah,' 'sabbath,' 'seraph.' The Arabic words in our language are more numerous; we have several arithmetical and astronomical terms, 'algebra,' 'cypher,' 'zero,' 'zenith,' 'nadir,' 'talisman,' 'almanach;' and chemical, for the Arabs were the chemists, no less than the astronomers and arithmeticians of the middle ages; as 'alkali,' 'alembic,' 'elixir,' 'alcohol;' add to these the names of animals or articles of merchandize first introduced by them to the notice of western Europe, as 'giraffe,' 'gazelle,' 'saffron,' 'lemon,' 'orange,' 'sherbet,' 'lute,' 'syrup,' 'artichoke,' 'mattrass,' 'jar,' 'assegai,' 'barragan,' 'coffee,' 'sugar,' 'amber,' 'mummy,' 'jasmin,' 'crimson,' and some further terms, 'assassin,' 'vizer,' 'divan,' 'sultan,' 'admiral,' 'arsenal,' 'carat,' 'tarif,' 'sofa,' 'caffre,' 'Magazine;' and I believe we shall have nearly completed the list. We have moreover a few Persian words, as 'bazaar,' 'lilac,' 'pagoda,' 'caravan,' 'azure,' 'scarlet,' 'taffeta,' 'sareband of 'scimitar,' it can I believe, only be said that it is Eastern. We have also a very few Turkish, as 'tulip,' 'turban,' 'chouse,' 'dragoman,' or as it used to be spelt, 'truchman,'—this last having hardly a right to be called English.

The new world has given us a certain number of words, Indian and other—'tobacco,' 'chocolate,' 'potato,' 'maize,' (Haytian,) 'condor,' 'hamoc,' 'cacique,' 'wigwam'; and if 'hurricane' is a word which Europe originally derived from the Caribbean islanders, it should of course be included in this list.

To come nearer home—we have a certain number of Italian words, as 'bandit,' 'charlatan,' 'pantaloon,' 'gazette.' We have some Spanish, as 'mosquito,' 'negro,' 'duenna,' 'punctilio,' 'alcove,'* 'alligator,' 'gala,' 'cambist,' 'palaver.' A good many of our sea terms are Dutch, as 'sloop,' 'schooner,' 'yacht.' Celtic *things* are for the most part designated among us by Celtic words; such as 'bard,' 'kilt,' 'clan,' 'pibroch,' 'plaid,' 'reel.' Nor only such as these, which are all of them comparatively of modern introduction, but a considerable number, how large a number is yet a very unsettled question, of words which at a much earlier date found admission into our tongue, are derived from this quarter.

Now, of course, I have no right to presume that any among us are equipped with the knowledge of other tongues which shall enable us to detect of ourselves and at once the nationality of all or most of the words which we may meet—some of them greatly disguised, and having undergone manifold transformations in the process of their adoption among us; but only that we have such helps at command and within our reach in the way of dictionaries and the like, and so much diligence in their use, as will enable us to discover the quarter from which the words which we meet have reached us; and I will confidently say that few studies of the kind will be more fruitful, will suggest more various matter of reflection, will more lead you into the secrets of the English tongue, than an analysis of a certain number of passages drawn from different authors, such as I have just now proposed. For this analysis you will take some passage of English verse or prose—say the first ten lines of *Paradise Lost* or the Lord's Prayer—or the 23d Psalm; you will distribute the whole body of words contained in that passage, of course not omitting the smallest according to their nationalities—writing, it may be, A over every Anglo-Saxon word, L over every Latin, and so on with the others, if any other should occur in the passage which you have submitted to this examination. When this is done, you will count up the *number* of those which each language contributes

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PHONETIC SPELLING.

Mr. Trench has recorded his condemnation of the attempt to change the orthography of our language. We extract the major and material part of his argument.

Here we have the explanation of that which in the history of almost all literatures has repeated itself more than once, namely the endeavor to introduce phonetic writing. It has certain plausibilities to rest on; it has its appeal to the unquestionable fact that the written word was intended to picture to the eye what the spoken word sounded in the ear. At the same time I believe that it would be impossible to introduce it; and if it *were* possible, that it

* On the question whether this ought not to have been included among the Arabic, see Ihre *Worte buch d. Roman Sprachen*, p. 10.

>uld be most undesirable, and this for two reasons; the first being that the sses consequent upon its introduction would far outweigh the gains, even pposing those gains as great as the advocates of the scheme promise; the cond, that these promised gains would themselves be only very partially re-ized, or not at all.

In the first place, I believe it to be impossible. It is clear that such a scheme ust begin with the reconstruction of the alphabet. The first thing that ie phonographers have perceived is the necessity for the creation of a vast umber of new signs, the poverty of all existing alphabets, at any rate of our wn, not yielding a several sign for all the several sounds in the language. Our English phonographers have invented more than a dozen of these new igns or letters, which are henceforth to take their place and to enjoy equal ights with our *a b c;* rejecting three, and adding thirteen, they have raised heir alphabet from twenty-six letters to thirty-six. But such a reconstruction of the alphabet is simply an impossibility, as much an impossibility as would e the reconstitution of the structure of the language in any points where it was manifestly deficient or illogical. I mean that it is as impossible to pro-ure the reception by a people of such a reconstituted alphabet.

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But grant it possible, grant that our six and twenty letters have so little sacredness in them, that men would endure a crowd of unknown interlopers to mix themselves on an equal footing with them, still this could only be from a sense of the greatness of the advantage to be derived from this introduction. The great advantage claimed by the advocates of the system is that it would facilitate the learning to read, and wholly save the labor of learning to spell, which "on the present plan occupies," as they assure us, "at the very lowest calculation from three to five years." Spelling it is said, would no more need to be learned at all; since whoever knew the sound, would necessarily know also the spelling, this being in all cases in perfect conformity with that. The anticipation of this gain rests upon two assumptions which are tacitly taken for granted, but both of them, as I now perceive, erroneous; although I granted too hastily in some former observations on the same subject that the system would be attended by this gain.

The first of these assumptions is, that all men pronounce all words alike, so that whenever they come to spell a word, they will exactly agree as to what the outline of its sound is. Now we are sure men will not do this from the fact that, before there was any fixed and settled orthography in our language, when therefore everybody was more or less a phonographer, seeking to write down the word as it sounded *to him*, for he had no other law to guide him, the variations of spelling were infinite. Take for instance the word 'sudden;' which does not seem to promise any great scope for variety. I have myself met with this word spelt in no less than the following fourteen ways among our early writers; 'sodain,' 'sodaine,' 'sodan,' 'sodayne,' 'sodden,' 'sodein,' 'soddeine,' 'soden,' 'sodeyn,' 'suddain,' 'suddaine,' 'suddein,' 'sudden,' 'sudeyn.' The same is evident from the spelling of uneducated persons in our own day. They have no other rule but the sound to guide them. How is it that they do not all spell alike; erroneously, it may be, as having only the sound for their guide, but still falling all into exactly the same error? They not merely spell wrong which might be laid to the charge of our perverse system of spelling, but with an inexhaustible diversity of error, and that too in case of

simplest words. Thus the little town of Woburn would seem to give small room for caprice in spelling, while yet the postmaster there has made, from the subscription of letters that have passed through his hands, a collection of no less than two hundred and forty-four varieties of ways in which the place has been spelt, it may be said that these were all or nearly all from the letters of the uneducated. True—but it is for their sakes, and to place them on a level with the educated, or rather to accelerate their education by the omission of a useless yet troublesome discipline, that the change is proposed. I wish to show you that after the change they would be just as much or almost as much at a loss in spelling as now.

And another reason which would make it just as necessary then to learn orthography as now, is the following. Pronunciation, as I have already noticed, is far too fine and subtle a thing to be more than approximated to, and indicated in the written letter. In a multitude of cases the difficulties which pronunciation presented would be sought to be overcome in different ways, so that different spellings would arise; or if not so, one would have to be arbitrarily selected, and would have need to be learned, just as much as the spelling of a word now has need to be learned. I will only ask you in proof of this which I affirm, to turn to any Pronouncing dictionary. This greatest of all absurdities, a pronouncing dictionary, may be of some service to you in this matter; it will certainly be of no service to you in any other. When you mark the elaborate and yet ineffectual artifices by which it toils after the finer destinctions of articulation, seeks to reproduce in letters what exists and can only exist as the spoken tradition of pronunciation, acquired from lip to lip, capable of being learned, but incapable of being taught; or when you compare two of these dictionaries with one another, and mark the entirely different schemes and combinations of letters which they have for representing the same sound to the eye; you will then perceive how idle the attempt to make the written language commensurate with the sounded; you will own that not merely out of human caprice, ignorance, or indolence, the former falls short of and differs from the latter; but that this lies in the necessity of things, in the fact that man's voice can effect a great deal more than ever his letter can. You will then perceive that there would be as much, or nearly as much of the arbitrary in spelling which calls itself phonetic as in our present, that spelling would have to be learned just as really then as now.

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The scheme would not then fulfil its promises. Its promised gains when we come to look closely at them, disappear. And now for its losses. There are in every language a vast number of words, which are indistinguishable to the ear, but are at once distinguishable to the eye by the spelling. I will only mention such as are the same parts of speech; thus 'sun' and 'son;' 'reign,' 'rain,' and 'rein,;' 'hair,' and 'hare;' 'plate,' and 'plait;' 'moat,' and 'mote;' 'pear,' and 'pair;' 'air,' and 'heir;' 'ark,' and 'arc;' 'mite,' and 'might;' 'pour,' and 'pore;' 'veil,' and 'vale;' 'knight,' and 'night;' 'knave,' and 'nave;' 'pier,' and 'peer;' 'rite,' and 'right;' 'site,' and 'sight;' 'aisle,' and 'isle;' 'concent,' 'consent;' 'signet' and 'cygnet.' Now, of course, it is a real disadvantage, and may be the cause of serious confusion, that there should be words in spoken language of entirely different origin and meaning, which yet are not in sound to be differenced from one another. The phonographers simply propose to extend this disadvantage already cleaving to our spoken lan-

guage, to the written language as well. It is fault enough in the French language, that 'mere' a mother, 'mer,' the sea, 'maire,' a mayor of a town, should have no perceptible difference between them in the spoken tongue; or again that the same should find place in respect of 'ver,' a worm, 'vert' green, 'verre' a glass, 'vers' a verse. Surely it is not very wise to propose gratuitously to extend the same fault to the written language as well.

This loss in so many cases of the power of discriminating between words which however liable to confusion now in our spoken language, are liable to none in our written, would be serious enough: but more serious than this would be the loss of so many cases of all which visibly connects a word with the past, which tells its history, and indicates the quarter from which it has been derived. In how many English words a letter which is silent to the ear, is yet most eloquent to the eye— the 'g' for instance in 'deign,' 'feign,' 'reign,' 'impugn,' telling as it does of 'dignor,' 'fingo,' 'regno,' and 'impugno;' as the 'b' in 'debt,' 'doubt,' is not idle, while it tells of 'debitum,' and 'dubium.'

At present all languages it is the written word which is the conservative element in them. It is the abiding witness against the mutilations or other capricious changes in their shape which affectation, folly, ignorance and half knowledge would introduce. It is not indeed always able to hinder the final adoption of these corrupter forms, but yet opposes a constant and very often a successful resistence to them. With the adoption of phonetic spelling, this witness would exist no longer; whatever was spoken would have also to be written, let it be never so barbarous, never so great a departure from the true form of the word.

Parental.

LITTLE CHILDREN.

"No man can tell," wrote that good Bishop of Down, Connor, and Dromore, whose elevation to the mitre in an unbelieving and profligate age is at least one jewel of pure water in the besmirched children of Charles the Second, "No man can tell," wrote Jeremy Taylor, "but he who loves his children, how many delicious accents make a man's heart dance in the petty conversation of those dear pledges. Their childishness, their stammering, their little anger their innocence, their imperfections, their necessities, are so many little emanations of joy and comfort to him that delights in their persons and society." With all due respect and reverence to my beloved author of the "Golden Grove," the "warbler of poetic prose," I must dissent from his first proposition. A man who loves children can tell, without necessarily having any of his own, how delightful is their society, how delicious are their accents, their persons, their little ways. It may be I write these lines in a cheerless garret, my only

friends my books, the only other thing beside me that has life, my lamp; yet do you not think that I can sympathise with, without envying, the merry party at the merry house over the way?

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Come! Though I am not bidden to the banquet!—though there be no cover laid for me at the table matrimonial—may I not feast (though in no ogre fashion) upon little children? Some day perhaps Hymen's table d'hote may lack guests; and messengers being sent out into the highways in quest of the lame, the halt, and the blind, I may have a chance.

I might speculate upon little children in a purely negative fashion for some time. For instance: as regards the child being father to the man: of men being but children of larger growth. These are both very easy things to say; and we get them by heart pat, and somewhat in the parrot manner, and we go on repeating our pet phrase, over and over, backwards and forwards, time after time, till we firmly believe it to be true; and, if any one presume to argue or dissent, we grow indignant, and cry "turn him out;" as the member of the Peace Society did the other day, when an opinionated person happened to dissent from the whole hog proposition that the world was to be pacificated, and universal fraternity established, by the lambs shearing the wool off their backs, and taking it to the wolves in a neat parcel, with a speech about arbitration.

Now at the risk of being turned out myself, I must venture to dissent from the axiom that the child is father to the man. I say that he is not. Can you persist in telling me that this fair-haired innocent; this little sportive, prattling, lovable child, with dimpled, dumpling hands that almost fold themselves spontaneously into the attitude of supplication and prayer; with cherry lip—"some bee has stung it newly"—lisping thanksgiving and love; with arms that long to embrace; with eyes beaming confidence, joy, pity, tenderness:—am I to be told that this infant is father to yon hulking, sodden, sallow-faced, blue-gilled, crop-haired, leaden-eyed, livid-lipped, bow-shouldered, shrunken-legged, swollen-handed convict in a hideous grey uniform branded with the broad arrow; with ribbed worsted hose and fetters at his ankels, sullenly skulking through his drudgery under the ratan of an overseer and the bayonet of a marine in Woolwich dockyard? Is the child whom I love and in whom I hope, father to yon wretch with a neck already half-dislocated with fear, with lips half-dead, with heart wholly so, who drops on his miserable pallet in Newgate cell, his chin on his breast, his hands between his knees, his legs shambling; the stony walls around him; the taciturn gaolers watching him, a bible by his side, in whose pages, when he tries to read, the letters slide and fall away from under his eyes? Is this the father to—can *this* ever become *that*?

Not only in your world-verbiage must the child be father to the man, but the man is merely a child of a larger growth. I deny it. Some boys are tyrants, bullies, hypocrites, and liars for fear of punishment; thieves, alas, through ill example oftentimes. Some girls are tell-tales, jealous, spiteful, slandrous, vain and giddy, I grant. If you were to tell me that bad boys and girls often grow up to be bad men and women, I should agree with you. The evil example of yon bad men and women, begins to corrupt boys and girls early enough, Heaven knows; but do not brand the child—you know when infancy begins and childhood terminates—with being but your own wickedness seen through the small end of the glass. The man a child of larger growth! Did you ever know a man of smaller growth—a child—to discount bills at

forty per cent., and offer you for the balance half cash, and the rest poison (put down in the bill as "wine") and opera stalls? Did you ever know a child to pawn his sister's play-things, or rob his playmate of his pocket money to gamble, and to cheat while gambling, and to hang or drown himself when he had lost his winnings and his stolen capital? Could you ever discern a hankering in a child to accumulate dollars by trading in the flesh and blood of his fellow-creatnres? Did you ever know a child to hoard half-pence in a rag or a tea-pot, to store rinds of mouldy cheese in secret, or to grow rich in rotten apple pairings? Did you ever hear a child express an opinion that his friend Tommy must eternally be burnt, for not holding exactly the same religious opinion as he, Billy did? Are children false swearers for hire, liars for gain, parasites for profit? Do they begin to throw mud with their earliest pothooks and hangers; do they libel their nurse and vilify the doctor? Men have their playthings, it is true, and somewhat resemble overgrown children in their puerile eagerness for a blue ribbon, an embroidered garter, a silver cross dangling to a morsel of red silk, or a gilt walking stick. But will the child crawl in the gutter for the blue ribbon, or walk barefoot over broken bottles for the garter, or wallow in the mire for the gilt walking stick? I think not. Give him a string of red beads, a penny trumpet, or a stick of barley sugar, and he will let the ribbons and garters go hang. Try to persuade, with your larger growth theory, one of your smaller men to walk backwards down a staircase before the King of Lilliput. Pursuade Colonel Fitz Tommy, aged four, to stand for five hours on one leg behind the King of Lilliput's chair in his box at the Marionette Theatre. Try to induce little Lady Totsey, aged three, to accede to the proposal of being maid of honor to her doll. Tommy and Totsey leave such tomfooleries to be monopolized by the larger children.

We have another school of axiomatic philosophers; who abandoning the theorem that manhood is but the enlarged identity of infancy, maintain that the child is an intellectual negation—nothing at all physically or mentally.—The enlightened M. Fourier has denied children the possession of sex, calling them Neuters; and numbers of philosophers, with their attendant schools of disciples, have pleased themselves by comparing the child's mind to a blank sheet of paper; innocent, but capable of receiving moral caligraphy good or bad. The mind of a child like a blank sheet of Bath post? The sheet is fair, hot pressed, undefiled by blot or erasure if you will, but it is not blank. In legible, ineffaceable characters thereupon you may read Faith and strong belief. The child believes without mental reservation; he does not require to be convinced; and if even now and then, some little struggling dawn of argumentative skepticism leads him to doubt faintly, and to ask how bogey can always manage to live in the cellar among the coals; how the black dog can be on his shoulder, when he sees no dog there; why little boys should not ask questions, and why the doctor should have brought baby with him under his cloak—he is easily silenced by the reply that good children always believe what is told them; and that he must believe; so he does believe. His faith was but shaken for a moment. Belief was written too strongly in his little heart to be eradicated by his little logic. Would that when he comes to be a child of larger growth, forsooth, no subtle powers of reasoning should prompt him to dissect and antomise his body of belief, till nothing but dry bones remain, and it fall into a pit of indifference and skepticism!

That child has a maimed child-mind who does not believe implicitly in all

the fairy tales—in the existence of ogres, fairies, giants, and dwarfs. I dare say thousands will read this who have lain a-bed as children, awake, and quaking lest Hurleythrumbo, or the dread Giant Bloodybones, or the wolf that devoured little Red Riding Hood should enter unto them and devour them. How many do I address who have cherished one especial beanstalk in the back garden as the very identical beanstalk up which Jack clomb; and, in the slightness of their childish vision, deemed that the stalk grew up and up till it reached the wondrous land—who, also, have firmly believed that the huge pack the old Jew pedlar carried on his back was full of naughty children; that from parsley beds, by means of silver spades, marvellous fruits were procured. I remember having when a very little child, two strong levers of belief. One was a very bright fire-place with a very bright fender, very bright fire-irons, and a very bright colored rug before it. I can see them now, all polished steel, brass and gay worsted work—all of which I was strictly forbidden to touch. The other was a certain steel engraving in an album, a landscape with a lake, and swans and ladies with parasols. I know the fire-place now to have been a mere register stove with proper appurtenances, and the picture an engraving of the Parc of St. Cloud after Turner; I asseverate that I firmly, but heartily uncompromisingly believed then, that angels' trumpets were like those fire-irons, and that the gay rug, and the pretty landscape was an accurate view, if not an actual peep into Fairyland itself. A little dead sister of mine used to draw what we called fairyland on our slate. 'Twas after all, I dare say, but a vile childish scrawl, done over a half smeared-out game of oughts and crosses with a morsel of slate pencil, two sticks a halpenny. Yet, I and she and all of us believed in the fairyland she drew. We could pluck the golden fruit on the boughs, and hear the silver-voiced birds, and see the fairy elves with their queen (drawn very possibly with a head like a deformed oyster) dancing beneath the big round moon upon the yellow sands. I am sure my sister believed her doll was alive and peculiarly susceptible to catching cold from draughts. I am certain I never questioned the animated nature of the eight day clock on the staircase that ticked so awfully in the hot, silent summer nights, and gnashed his teeth so frightfully when his weights were moved. My aunt promised every thing when her ship came home; and I believed in the ship that always was coming and never did come, without one spark of skepticism. I believed in, and shuddered at, all the stories about that famous juvenile (always held up to us as a warning and example, and alluded to as "there was once a little boy who,") who was always doing the things he ought not to have done; and was in consequence, so perpetually being whipped caught in door jambs and suspended in the air by meat-hooks, eaten up alive by wild beasts, burned to death in consequence of playing "with Tommy at lighting straws," that I have often wondered, so many have been his perils, by flood and field, that there should be any of that little boy left. He is alive though nevertheless, and still implicitly believed in. I was under the necessity the other day, of relating a horrible misadventure of his to a little nephew, showing how the little boy reached over a dining table to put his digits into a sugar dish, and came to signal shame by knocking over a tumbler and cutting his fingers therewith; and I am happy to state that my anecdote was not only received as genuine, but met with the additional criticism from my small nephew (his own finger still sticky with the sugar) that it "served the little boy right." Faith and strong belief! When children play at King or Queen, or

Castles or School, they believe that they are in verity the persons they enact. We children of a larger growth yawn through our parts, requiring a great deal of prompting; and waiting, now and then, for the applause; or, if we be of the audience, applaud listlessly, knowing the play to be a deception.

Faith and strong belief! How is the child to distinguish between the Witch of Endor and the Witch of Edmonton; between Goliah whom David slew, and the Giant whom Jack killed? Let them believe it all in his happy believing childhood, I say. Do not think I wish to propogate or encourage error. But that young flowret is too tender yet to bear the crude blast of uncompromising fact. And battle with error in the child's mind as you will, feed him with diagrams and clothe him with Euclid's Elements before he is breeched, the innate belief that is in him, even though draped in imaginations and harmless fictions will beat your logic and philosophy hollow.

On that blank sheet of paper to which you compare a child's mind, I find yet more words written that all may read. I find truth. Prone to believe the most extravagant fictions, because his belief is indiscriminate by innocence, is yet essentially and legibly a truth-teller and is logically true. If he objects to you or me he tells us candidly, "I don't like you." If asked to assign a reason for his dislike, he answers as candidly: "because you are old—because you are ugly—because you smell of snuff." If he likes his old nurse better than his new nurse he tells her so plainly. Here is no cogging, no qualifying, no constructive lying. When he demands a present or *backsheesh*, he employs no bowing or scraping; no beating about the bush to effect his purpose, he says simply, "Give Doddy a sugar-plumb," and holds out his hand. Years to come he will learn to cringe and fawn, and write begging letters, and attribute his want of sugar plumbs to the hardness of the times, or to his having to "take up a little bill." So blunt is his truthfulness that it frequently becomes inconvenient and embarrassing. He makes the most alarming revelations, in all innocence and unconsciousness, respecting the malpractice of the servants and the criticism passed by his relatives upon the appearance and manners of their friends and acquaintances. He suffers in the flesh, for this, and is a martyr to his truthfulness. Not strong enough in purpose to hate, he is yet afraid and ashamed to lie. He blushes and stammers over an untruth. 'Tis practice makes the liar perfect. The infant knows the truth and its seat, for it is in his heart, and he has no need to go wandering about the earth in search of it, like that mad fellow, who, hearing, the truth lay at the bottom of a well, jumped into a well and was drowned; finding indeed Truth at the bottom—for he found death—You foolish, cockering mothers, teach your children to lie, when you aid them in denying or concealing their faults from those who would be stern with them. You, unreasoning, impetuous parents, nourish lying scorpions in your bosom, when you beat your children savagely for an involuntary accident, for a broken vase, or a torn frock. You give the child a motive for concealment; you sow lying seed that will bear black fruit; you make truth to mean punishment, and falsehood impunity.

In letters as large and bold, as beautiful and clear to view, is written on the sheet of paper you are pleased to call blank in little children's minds, the word charity. Large-hearted, open-handed, self-denying charity. Unreasoning, indiscrete, indiscriminate, perchance, but still charity of the christian sort, which done in secret shall be rewarded openly. I am compelled to admit that little children know nothing about the Mendicity Society and the indefatigable Mr.

Horsford; that they have never perused the terrible leaders in the Times against mendicancy and the sin of indiscriminate alms-giving; that they would, if they could read bad writing, become an easy prey to begging letter imposters, and would never be able to steel their hearts against the appeals to the benevolent in the newspapers. I must own, too, that their charity does not stop at humanity, but extends itself to the animal creation. I never saw a child feed a donkey with macaroons; but I have seen one little girl press pound-cake upon a Shetland poney, and another little girl give half of her cake to a four-footed acquaintance of the Newfoundland breed. I have watched the charitable instincts of children from babyhood to schoolhood, when hopes and cankering fears, desire of praise, solicitude for favor and lust of gain begin, shutting up charity in an iron-bound strong box of small worldliness. Children love to give. Is it to feed the ducks in the park, or slide warm pennies into the palsied hands of cripples, or drop them into the trays of blind men's dogs, or pop them, smiling, into the slits of money-boxes, or administer elementary sustenance to Bunny and Tiny, the rabits, or give the pig a "poon"—to give indeed is their delight. They want no tuition in charity, it is in them, God-sent.—Yonder little chubby sheet of blank stationery, who is mumbling a piece of parliament in his nurse's arms, has scarcely consciousness of muscular power sufficient to teach him to hold the sweetmeat fast; yet, if I ask baby, half by word, half by gesture, to give me a bit, this young, short-coated Samaritan—who not long since began to take notice, and can only just ejaculate da-da, mama—will gravely remove the parliament from his own lips, and offer it to mine. Were he a very few months older, he would clutch it tighter in his tiny hand, and break a piece off, and give it me. Is not this charity? He does not know, this young neophyte, that the parliament is moist and sticky with much sucking and mumbling; that I am too big to eat parliament; and that it is mean and paltry in me, a great, hulking man, to beg cates of him, a helpless infant. But he knows in his instinctive sapience that he cannot fill my belly with wise saws, or with precepts of political economy. He cannot quote Adam Smith, Ricardo, or S. G. O., to me; he administers in his instinctive charity, corporeal sustenance to my corporeal necessity. The avaricious infant is a monster.

What word is that that shines so brightly—whose letters dance and glitter like precious gems on the so-called blank scroll? Love. Instinct of instincts, inborn of all innate things, little children begin to love as soon as they begin to live. When mere flaccid helpless babes their tiny faces mantle with smiles—ah! so full of love and tenderness—in their sleep. The first use they make of their arms is to clasp them around the neck of those they love. And whom will they not love? If the witch Sycorax had nursed Miranda and Caliban had been her foster brother, the little monster and the little maiden would have loved each other, and Prospero's little child would have kissed and fondled her hidious nurse. The first words children utter are words of love. And these are not necessarily taught them; for their very inarticulate ejaculations are full of love. They love all things. The parrot, though he bites them; the cat, though she scratches; the great bushy, blundering house-dog; the poultry in the yard; the wooden-legged, one-eyed negro who brings the beer; the country lout with clouted shoon who smells so terribly of the stable; the red-faced cook, the grubby little knife-boy, the foolish fat scullion, the cross nurse. They love all these; together with horses, trees, gardens and toys, and break

their little hearts (easily mended again, thank heaven), if they are obliged to part with them. And chiefer still, they love that large man with a gruff voice, the blue rough chin, the large eyes; whose knees comprise such an inexhaustible supply of cock-horses always standing at livery, yet always ready to ride post-haste to Coventry; they love papa. And, chiefest of all, they love her of the soft voice, the smiles, the tears, the hopes, the cares, the tenderness —who is all in all, the first, the last to them in their tender, fragil, happy childhood.

Mamma is the center of love. Papa was an after acquaintance. He improves upon acquaintance, too; but mamma was always with them to love, to soothe, to caress, to care for, to watch over. When a child wakes up hot and feverish from some night dream, it is upon its mother he calls. Each childish pain, each childish grief, each childish difficulty is to be soothed, assuaged, explained by her. They have no secrets; they understand each other. The child clings to her. The little boy in the Greek epigram that was creeping down a precipice was invited to his safety, when nothing else could induce him to return, by the sight of his mother's breast.

You who have little children and love them—you will have borne patiently with me, I know through all these trivialities. And you strong-minded philosophers who "celibate, sit like a fly in the heart of an apple," and dwell indeed in perpetual sweetness, but sit alone, and are confined and die in singularity, excuse puerility, my little theme, my smaller argument, my smallest conclusions. Remember the Master suffered little children to come unto him; and that, strong-minded philosophers as we are, we were all of us, once, but little helpless innocents.—*Household Words.*

For the Journal of Education.

IN LOCO PARENTIS.

In the parent's stead! Such, both in law and in fact, is the position that the teacher of your children holds. He is to them as a second parent, and has a claim upon their love and obedience but little inferior to that which you yourself possess, and if he is worthy his office he will reciprocate their affection with a parent's anxiety for their progress and well-being. For the time he has to do with them they are his children, and the law wisely recognises his right and duty to teach and govern — to treat and train them, as his own children. The nature of his labors requires this reach of authority. Having to discharge some of the parent's most sacred duties, in the rearing of his children, the teacher must, of necessity, wield the parents's authority, and exercise the parent's right.

How carefully should you, parent, choose him who is to stand in your place as your representative, and between whom and your children you are about to establish so intimate a relationship. With what solicitude ought you to scrutinize the character of him who is to act, for a time, as the father of those dar-

ling little prattlers, or to that brave youth and blooming maiden, whom you, with a proudly swelling heart, call son and daughter. Can you conscientiously give your children, for a term, to one whom you would shudder to commit them for ever; or is it safe to allow him to train them for a year, whom you could not trust to rear them for life? Choose, then, as their teacher, one whom you are willing that your children shall love and imitate: and choose him for his real worth instead of his low price.

Let him be one in whom you can repose the fullest confidence; and whom, as far as disparity of age admits, you can welcome to the privileges of your friendship. Nay, let him be a man to whom you may look up with an honoring respect. What folly to employ a teacher whom you must regard with a constant jealousy and distrust! And if he is worthy his place, how unwise and unjust to withhold from him the full and friendly confidence which is his due. However young, or inexperienced or bashful he may be, he is still *in loco parentis*, and wields, over his pupils in the school-room, a parent's authority and influence. Seek his acquaintance; consult him as to his views; and plan with him the course of instruction which will best secure the progress of the children whom you should both love.

And if you would count *him* your enemy who should attempt to array your children against you, what cruelty and meanness must it be to prejudice (as some parents do) your children against their teacher. What worse than madness to tell his pupils they need not obey him. Without their love and obedience the teacher will labor in vain to lay in your children the foundation of that intelligence and virtue which it is his sole business to cultivate.

MILTON.

ADVICE TO PARENTS.—Be ever gentle with the children God has given you: watch over them constantly; reprove them earnestly, but not in anger. In the forcible language of scripture, "Be not bitter against them." "Yes, they are good boys," I once heard a kind father say, "I talk to them very much, but do not like to beat my children—the world will beat them." It was a beautiful thought, though not elegantly expressed. Yes, there is not one child in the circle around the table, healthful and happy as they look now, on whose head, if longer spared, the storm will not beat. Adversity may wither them, sickness may fade, a cold world may frown on them, but amid all, let memory carry them back to a home where the law of kindness reigned, where the mother's reproving eye moistened with a tear, and the father frowned "more in sorrow than in anger."

Give your children fortune without education, and at least one-half will go down to the tomb of oblivion—perhaps to ruin. Give them an education, and they will be a fortune to themselves and their country. It is an inheritance worth more than gold for it buys true honor—they can never spend nor loose it; and through life it ever proves a friend—in death a consolation.

HOME EDUCATION.—Much of the great work of education must parents; the formation of the manners, the dispositions and the habi ren, is pre-eminently their work. On each of these subjects much might be said; the following quotations are appropriate:

Home Politeness.—"Why not be polite? how much does it cost to say "I thank you?" Why not practice it at home? to your husband? to your children? your domestics? If a stranger does you some little act of courtesy, how sweet the smiling acknowledgement; if your husband, ah! it's a matter of course —no need of thanks.

"Should an acquaintance tread on your dress, you best, very best, and by accident tear it, how profuse you are with your 'never minds, dont think of it, I don't care at all.' If husband does it, he gets a frown; if a child it is chastised. Ah! these are little things, say you. They tell mightily upon the heart, let me assure you, little as they are.

"Why not be polite at home? why not use freely that golden coin of courtesy? How sweet that sound, those little words, 'I thank you,' or 'you are very kind.' Doubly, yes, thrice sweet, from the lips we love, when heart smiles make the eye sparkle with the light of affection.

"Be kind to your children. Do you expect them to be mindful of your welfare? to grow glad at your approach? to bound away to do pleasure before the request is half spoken? Then with all your dignity and authority, mingle politeness; give it a niche in your house-hold temple. Only then will you have learned the true secret of sending out into the world really finished gentlemen and ladies."

Professional.

LETTERS TO A YOUNG TEACHER—2D SERIES, No. 2.

DEAR TEACHER:

It is true as it is trite that example teaches more impressively than precept. What you wish your pupils to become you must yourself be; and it may be added that you will never teach any branch easily without first becoming an adept in it. This is especially true of the beautiful art of reading, and I wish, therefore, to counsel you amongst your first efforts at self improvement, seek to become a *good reader*. I do not mean a mere correct pronouncer of words, nor yet one, who, in fantastic or theatrical style, mimics and murders the passions which his book seeks to express; but one whose trained organs obey, almost instinctively, the behests of his ready and refined taste, and give such natural, easy and graceful utterance to the language that the spirit of the author himself may seem to be speaking from the eloquent page.

It is a noble and a high art, and hence is worthy the effort needful for its acquisition. If he is an artist, who with blended colors can make the splendid or sublime conceptions of genius visible to the eye, why is he not also who with eloquent tones can make them vocal to the ear? It is a high artistic attainment to gain such mastery of the organs of speech,—those most wonderful of all instruments of music,—as make them answer, in their witching play, to all the wild and ever varying shifts of the human soul; to be enabled to waken Shakspeare from his sleep in the silent page, and bid his matchless creations speak to us with a living voice, till the hearer mistakes his own heart-beat for the tramp of heroic men, and the drama is transfiguered before his eye into a vision of resplendent and living history; to translate into human tones the lofty song of Milton, and body forth in the skillful play of speech the sublime story of Paradise Lost; to make the eloquent words of poets and orators speak to the ear as they speak now to the eye, and send down their great and immortal thoughts to the heart through the channels of the ear, thrilling and warm from the living tongue; and above all, to send through the family group or the public congregation the sacred utterances of Bible truth with a running comment of fitting tones, making its precepts and promises powerful and persuasive as with a divine presence. Nor is it a useless art. It not only implies the most careful cultivation of the imagination and taste, but in its reactive force will urge the whole mental machinery into a more intense and fruitful activity. And as to its utility in social life, I need only point you to the family circle made both wiser and happier by the pleasant reader's work, and to the public assembly lured along the highways of thought and truth by the music of a fitting and eloquent tone.

In the attainment of this as of any other art, you need first a certain degree of mechanical skill. The organs of speech must be trained by a varied and continued exercise. This exercise, fortunately, need not encroach upon your time; you may take it as you walk in the road, or in the idle moments that come while waiting for a meal or for the hour of school.

And first acquire a distinct articulation. It is not enough to *know* the sounds of the letters; the voice must be trained to *give* them with *meaning* precision, rapidity and ease. Take first the letters, both vowels and consonants, and pronounce them separately till each vowel in all its sounds and each consonant with its proper power can be given without effort. Then combine the consonants as, bd, nd, nds, ndts, sts, bld, lmd, mbd, mbst, thd, &c., and practice as you walk abroad or sit idle at home, till the trained organs can roll them forth in full power. Seek words differing only in some consonant, as mines minds, lass, lasts, &c., and try till in the most rapid utterence you can make the difference audible. Select a list of words ending in ment, ant, ent, ence,

ance, er, ar, or, &c., and pronounce them correctly till the correct pronunciation shall no longer seem stiff and awkward, but easy and natural. Next take a few well selected sentences, in which the successive words present some of the more difficult consonant combinations, and pronounce these with deliberation till every word can be distinctly heard by itself. Such sentences may be found under the rules for reading, in most of our modern readers, or in lieu of them it will answer the purpose to take a half page in any convenient book.

In all these exercises *read slowly*. Nothing is so fatal to high artistic reading as hurry. Train the organs to prolong words and yet maintain the force to the end; for all sense or sound of *dragging* should be avoided as you avoid the appearance of evil. And finally under this head permit me to remark again, it is really the training and development of the muscular organs which you need. To be convinced of this, just notice the fatigue which you feel after a short trial of the above exercises. The exercises should be continued, therefore, till the organs have acquired such strength that you can render page after page giving each word as clearly and distinctly as it lies in print, without lagging and without sense of fatigue.

Deferring till another month all further directions, I will only add, begin these exercises at once, and if you have scholars begin with them. A month may well be employed in acquiring a clear, silvery, distinct articulation, and in cultivating those organs on whose strength and skill all eloquent speech depends

SENIOR.

IMPROVED TEXT BOOKS.

THEIR INFLUENCE UPON BOTH TEACHER AND PUPILS.

THE Text Books now in use in our schools have done much to elevate the standard of qualifications among our public school teachers. The strong meat of our improved arithmetics, grammars, geographies, histories, and rhetorical readers, has done much to secure the intellectual growth of those whose very employment has compelled them to digest such substantial food. Like the Text Books used in our higher institutions, they require the teacher to think. Arithmetic in our common schools, fills the place of Algebra in our academies. English analysis as now taught, secures, in part, the same end as translations from the Latin and Greek classics, and geography lays a good foundation for the pursuit of the other physical sciences.

Thus, much of the work of the academy and college is done in the peoples' university. The advanced pupils, at least, secure many of the same advantages as the inmates of higher institutions alone were favored with, a few years since, and our public school teachers are beginning not only to share the titles and

honors of college professors, but to be rewarded with the pay and the elevating employment and companionship of those who were recently looked upon as the favored few. The position of principal in one of our best union schools is not inferior in emoluments, or in respect to the elevating nature of the service to be rendered, to that of professor in many of our Western Colleges.

The well qualified public school teacher no longer *stoops* to the employment in which he delights to engage. He learns by teaching, for his Text Books compel him to think, and his constant intellectual growth secures the continually increasing respect of the community whom he serves. The time *was*, when our best teachers spent a large proportion of each day in teaching the absurdities of our present method of spelling, interspersing a little reading, and occasionally turning aside to whittle a goose quill, set a copy, or show a puzzled arithmetician how to do a sum. Now by means of new branches of study, good text books, and improved methods of teaching, he is enabled to deal almost constantly with topics of an elevating tendency, and occasionally he is compelled to "conquer a peace," with some difficulty, and thus lay the corner stone of an enduring self-respect. It is true the drudgery of spelling is not yet entirely done away, though it is no longer made the sole test of scholarship. In some of our schools, it still claims one-third of the teacher's efforts. But time will regulate so palpable an evil.

The ambition of book makers has of late been almost exclusively directed to supplying the advanced portion of our schools with suitable employment, and they have been successful. Witness in the department of language, the grammars and analysis of Clarke, Green, and Nutting, and "The English Sentence" of one of our own fellow laborers. Our public schools can scarcely hope to advance their pupils further in the investigation of our own language. Our arithmetics abound in detail, and the elucidation of principles. Facilities for securing *speed* are, however, still a desideratum. Our advanced arithmeticians are *sure* but *slow*. In *geography*, too, there is too exclusive attention given to isolated facts,—too little to general and comprehensive views. Every cape and river is carefully noted, while the leading features and comparative dimensions of continents, and the extent and relative rank of a nation, are passed over in silence. I trust our geographies will soon exhibit less of unclassified details, and more of these comprehensive views which are worthy of a permanent place in the memory.

The chief defect in our school books, particularly in the department of language, lies in a different direction, The LITTLE ONES have been *abundantly*, but in my opinion, *unwisely* provided for. Babes should be fed with milk. TEXT BOOKS FOR CHILDREN must be a theme for a future article.

May 18, 1855. N. I. M. S.

THE LAW OF SUCCESS:

BY A. W. BENEDICT, ESQ.

There is a law of success. In the thousands of schemes and projects, and purposes and designs of human beings, there are certain determinate laws of action—obeyed, the desired end is surely attained, neglected and disregarded, disaster, defeat and disgrace as assuredly follow

Look around, where our race are now jostling each other in the stern conflict of life. This one, most buoyant with hope and most confident of success, stumbles and falls, while those around him heedless of his discomfiture, trample over and upon him, and confidence and hope and life go out together.—That one, with doubts and fears, but with a trusting forecest, plods and delves on with tireless and never flinching energy, resolved that though failure should overwhelm him, even the purpose is not abandoned, the will does not altar until in the last struggle for victory he sinks in the battle of life. But does he sink? A moment he may be hidden from sight, yet he rises again and mingles in the strife, that iron will unchanged. He has willed success and he cannot fail to secure it, if the mortal man does not fail ere the triumph is complete. The wonderful Corsican said, "God was with the heavy battalions." This was his opinion as to what law matured success in the fierce encounter of arms; and the law which rules that issue is the same in everything. The use of the means is the only law of success.

The use of the means is the law of success, is an expression which, at first thought, might be said to be tautological. Yet a moment's reflection will make apparent my meaning. Hercules answered the carter's prayer for help by telling him, that "to whip his horse and put his shoulder to the wheel was the only way to secure assistance." Mark and remember well the force of this lesson. It is the use of the means which "secures assistance." There is no allegation that those means alone would move the overloaded cart from the mud. It is rather a declaration, that he who would secure the help of others must exhibit a determination to use all the means within his power, and thus not only help, but success is secured.

The Teacher has a destiny to fulfil, and that destiny may be useful, even glorious; or it may be common place, heedless, and rayless, leaving no trace of light or truth in his pathway.

The successful school teacher, leaves on earth as the lasting memorials of his labors, the thousand pilgrim spirits who have been led by him through the sloughs of despond which everywhere dishearten the humble student in his progress to that pleasant land, the Beulah of intellectual existence. He has supplied them with a scroll, which has kept them in the way, up the hill of Difficulty, down slippery places, over the snares and pit-falls, beyond the Doubting Castle of Despair, and through the tempting show shops of Vanity Fair. Everywhere they sound his praise by the still teaching of their pure example and enlightened purpose, On the mart of merchandise—in the hall of science—in the forum—on the bench—in the pulpit—in our halls of legislation—in our chairs of State—away on the frontier—in our crowded cities—amid the snows of the arctic circle—on the burning sands of the torrid zone, you will find the successful pupil of the successful teacher. Truly do "his

children rise up and call him blessed." Is this no prize to strive for—no goal to win!

How shall success be secured? I answer by the use of the means; and as I asked what are those means?

I will answer. By a hearty devotion to the advancement of schools—unremitting study of yourself—patient examination into the material of the physical as well as the mental organization of the pupil—an inflexible will, to love the school, the scholar, the books, the lessons, and even the hours of toil. Let all these purposes beam upon your face, and shine forth in every word and action, and the pupil feels that for the love of him, you devote your all, to secure his welfare and prosperity.

How shall all this be done? Here is my answer. Show your devotion to the advancement of schools by being always interested, and manifest by an industrious zeal, in every movement pointing toward the permanent prosperity and perfection of a universal common school system. Lose no opportunity to be where teachers most do congregate—at the Institute. Hold up the hands of those who are earnest in their labors to make teaching a learned profession. Raise such a standard of educational and moral worth among teachers, directors and parents, that the selfish and ignorant booby who keeps a school, not to for the good it may and ought to do our kind, but for the paltry dollars which he takes but does not deserve, will not dare to present himself anywhere, as a candidate for any school.

Study yourself. Know thyself, is the mandate of Divine wisdom to us all. Let then the investigation into the hidden orderings of your heart, be deep and searching. There is a subtle and deceitful mystery that marshalls the actions of the outer man, which he must know, if he would be ready to curb and control its evil aims, and if he would send forth to do the impulsive biddings to good, the better spirit when it rises to the mastery. The little peering eye that peeps above its book, receives its light from a brain, wise as Lavater's and reads the man in the slight curl of the lip—the sharp flash of the eye—the shadow wrinkle in the brow. Know thyself, and the purpose of your wills; for they are read in your every act and look.

Study well the character of your pupils. Let your vision be unclouded by any prejudice or bias. Bring to the investigation, the calmness, and frank and kind candor of impartial judgment. Act upon no hasty conclusions. Avoid all rashness or you may demonstrate the mischievous truth, that you are not the master of yourself. It is, I fear, too common an error, that the teacher under-rates the capacity of children to take the measure of the master. The earnest teacher will labor to know through what avenue he may reach the heart, and command the interest of those he may desire to teach; and that he can only find by a watchful zeal, to discover what are the propensities that should be curbed, and how a moral sense can be best excited and cultivated. If you would know how to subdue the turbulent, calm the hot headed, arouse the dull and stupid, win back the wayward, excite the indolent, tame the wild and vicious, and secure the love of all, you must know each pupil, and if possible convince each that you understand the silent workings of the heart. Do all this and your empire is your own.

The teacher must exercise an inflexible will to love the school, the books and

the hours of toil. No communings of the soul exhibit so plainly to the external world its presence in the heart, as love. The poet said:

"Like the vase in which roses have once been distilled,
You may break, you may ruin the vase if you will,
But scent of the roses will hang round it still."

With that all pervading love for the several objects of your care and guidance, and the instruments of your labor; with a manifest pleasure for the hours you spend in a never ending round of lessons and toil, you impress upon the tender tablet of the child's heart, a kindred love, which assumes and asserts its power; and the wayward, the thoughtless, the stupid, the indolent, and even the mischievous and rebellious, are carried captive by the law of love.

Everywhere, and at all times, you must present unmistakeable evidence, that you have but one aim in all your study, toil and love, and that aim the present and future happiness, well being and prosperity of those you love. I have said present, because I desire here to urge the importance of making the school room a pleasant happy place for the teacher and the taught. What a grievous hindrance to success is the feeling, too often prevalent in the school room, that the hours of school are the hours of task and toil, irksome alike to pupil and teacher, endured by one as an eye-servant and a prisoner; and by the other as an overseer and a jailor. With such a presence in the school room, oh how dull, how purposeless, and how void of good are the study hours! But how changed the scene and its results, when all is cheerful joy, and light hearted hope, and warm and zealous love, and pleasant, gay and earnest zeal, to make the present gladsome and delightful, because it secures a future full of fruitful and substantial good.

When the teacher shall have attained all these ends, and when he shall have made himself master of himself, of his books, and pupils, he has used the means; and success will weave her proudest chaplet for his crown.

Have I convinced you, that you are all directed to your destiny by imperative law? Have I made apparent the importance of obedience to those laws which secure progress and prosperity? Have I showed you that thus you are measurably the arbitrators of that destiny? Have I satisfied you, that it is the duty of every person who assumes the high and honorable responsibility of a school teacher, to adopt as the law of his life, the law of success? If I have done all this, I have succeeded beyond my most sanguine hopes. If I have secured any one of these things, all my labor is well requited. Whether I have, or have not, I have endeavored to perform the friendly office for my fellow-laborers in the cause of schools, which the wise man says, iron will perform for iron: To sharpen them for the duties of life.

"There is a divinity that shapes our ends,
Rough-hew them how we will."

And it is that rough-hewing of life I would, by the law of success, make a co-worker with the divinity, so that our ends should be shaped to secure the largest measure of complete success for the teacher, and pupil; and I would convince the listless and careless teachers that there is no "divinity" that will command success to them, while they remain careless and listless. But of the wilfully dull, the idle, the selfish, the ignorant and the self-wise, whose pride of opinion spurns the counsel and care of their companions in the profession, I say their's is a hopeless case; for there is a law which marks them all for a final expulsion from the school room. They will be known, by their works, and they cannot be allowed to mar, what they have not helped to make.—*Penn. School Jour.*

From the Ladies' Christian Annual.

MORAL CULTURE IN SCHOOLS.

BY J. A. B. R.

A HABIT of falsehood is sometimes prevalent. It is a sad truth, that many parents actually teach their children to lie! Startling as this may seem, the views of parental authority are so erroneous, that while correcting a child for an untruth, their words and manners will contain falsehood. The occasion of this vice on the part of the child may have been—fear of punishment for slight irregularities, promises and threatnings made them, which were never kept. It is a sad thing if no reliance can be placed in a child's word. And what is to be done? Will public, corporal punishment eradicate the evil? If "like cures like," in the physical, it will not in the moral world. A course which has been many times successful, is, to talk with such scholars privately. Deal with them kindly, openly, with decision, and as rational and accountable beings. Appeal to their good principles. Let them see that it is from a regard to their reputation that a private interview has been sought. Such an interview is of more value than a dozen scenes of suffering, of shame, and of tears. A new fountain of feeling, hitherto sealed, is opened. New motives for action are presented, as the child finds in his teacher a friend that regards his welfare and reputation. Advice from a *good* teacher, when no one is near save himself and pupil, will find its way to almost any heart that has not been long hardened in sin, and with such the teacher has not to deal. The relation between teacher and pupil is so peculiar and sacred, that it would not be lost upon the most obdurate, though it might be like "bread cast upon the waters." The same result may be accomplished by writing, and with some dispositions it is preferrable. Those led astray from bad management may be affected and the majority won in this way. The reason why it is not generally best to bring the matter publicly before them is this, there is in the minds of children, as well as older persons, a peculiar contempt for the sin of falsehood. They are apt to consider it a *meaner* vice than almost any other. They know, too, very well, who in school are addicted to it, and who are not. When it is alluded to by the teacher, all know who are meant, and the erring will feel that the finger of scorn is pointed at them from all sides; sensibility is wounded, and if such scenes are frequent, will become blunted—the very thing which, on the contrary, should always be cultivated by the teacher. It is better then that the whole matter be as private as possible. Instances may occur, however, which will demand public and immediate punishment, or good morals will be outraged, and the teacher's sincerity called into question. Such individuals are few, and such instances scarcely occur in a teacher's experience.

There often occur, especially in back districts, standing feuds between individuals, manifesting themselves in the form of quarrels, &c. How such occurrences are to be settled for the best moral interest of all, is the anxious, the painful inquiry of the teacher. I can best illustrate the principle I wish, by relating an occurrence which took place under my immediate observation.

In the higher department of a school numbering two hundred and sixty scholars, there was a standing enmity between certain individuals. One day, in the absence of teachers, this was stimulated to a strife among three, two of sixteen and eighteen years, against the other of twenty-one. It had its origin in an occurrence in the street a few days before; and the quarrel rose to such a de-

gree that the elder one was obliged to go home to remove the blood from his person and apparel! Such was the state of affairs when the teacher returned to the afternoon's duty. The younger members of school were terrified and in tears, the older ones excited to the highest degree. He performed the duties of the afternoon calmly as if nothing had happened, and closed as usual, without alluding to the matter. Of course, intelligence of such an event spread like lightning throughout the village; all wondered how it would terminate, but generally agreed that the offenders would be "turned out of school," and the employers thought this was the pressage of ruin to the school. After the first excitement had passed, the teacher conversed with the three separately and privately. The oldest said he supposed he would be obliged to leave school, that every one would cast the blame entirely upon him, and he had looked upon no one except the teacher with any hope of mercy, that he acknowledged his error and would abide by his decision though it should deprive him of school privileges. The teacher replied that he wished no one to leave school, but that there might be a cessation of all such occurrences for the future; that all who would reform, would find in him, not one to reproach them for the past, but to assist and encourage them as far as he could. The heart of the young man was touched. He had looked for far different treatment. Afterwards he visited the parents of the other two, and the result was that at the next public exercises the boys acknowledged their error and expressed a determination to do better, and never during that teacher's administration did anything of the kind again occur; and the two younger boys were remarked to have laid aside their dilatory habits and adopted the opposite course.

Conversation with the scholars upon some pleasant topic is an effective way of giving moral instruction. The teacher should often at the close of the day, engage in familiar conversation with his pupils, either by relating some anecdote or talk freely upon some subject, the moral bearing of which they feel without any apparent effort of the teacher to apply it to them. Such conversation will produce a happy effect.

Besides the moral influence of the teacher's general administration, a short time in each week should be devoted to religious instruction. The fundamental principles of our religion, about which there is no dispute, and which constitute the basis of morality, cannot be too early inculcated. It is proper and necessary to the full discharge of duty that this amount of religious instruction be given in our district schools. There will be some under the teacher's charge who are taught nothing of the kind at home, some who do not attend Sabbath school if there is one; thus it is reserved for him to do much good in this way. It is advisable, if circumstances permit, to institute a Sabbath school among the pupils, if there is none; it will cost effort, but what good teacher does not delight in effort? In his instructions of a religious nature care should be taken that it does not assume the form of a ceremony of mere words, or it will amount to nothing. Familiar style is what fixes the child's attention. He must also avoid the smallest approach to sectarianism. Whatever his particular views on doctrinal points are, it is not his duty to advance them here. If he tries to influence them in favor of any church, he will very soon be justly censured, for in so doing he steps upon forbidden ground. He should be familiar with the parents, and in order that they may understand his method of dealing with religious truth, he should frequently invite them to his school; and should go no farther at any time than he would be willing

parents and employers should know, and he will not often be censured.

In order to exert a proper moral influence in school, some principles must be borne in mind. (1.) The teacher must study human nature as he finds it in the school room. Here, it is exhibited in its true light and differs as much as the forms and faces before him. Here is one gentle and timid, there one just the opposite. Yonder is one whose demure look covers some preconcerted mischief, near him one so full of fun and frolic that he can hardly keep a sober face, though his efforts to do so might call forth a smile on older faces. There sits an awkward, bashful boy, whose honest heart gleams through the rough exterior, near him one whose sullen and peevish look indicates that he cares for nobody, and nobody cares for him. These peculiarities must be understood, in order that the management may produce the most good. (2.) There must be no respect of persons shown in the school room. Although it would be impossible not to feel a deeper affection for the faithful, obedient pupil, than for the idle, contrary one, yet it must not be shown here. Just as much kindness needs to be shown to the erring as to those for whom the path of duty is a natural one. If the former may thus be won, it is much good accomplished. (3.) He should bear in mind always his responsibility to his employers and to a Higher power, and speak of it frequently, as he will if he feels it. The thought that he is to meet them in the presence of the great Judge, that he is to give an account of every word and action, of all the influence he has exerted upon them, will tend to quicken his flagging zeal. No teacher can view the awful responsibility resting upon him, and go to the school room to be idle, or to engage heartlessly in his task. When the scholars see that his heart is in the work, they will imbibe a corresponding spirit. (4.) The teacher should never get out of patience. There must occur in a promiscuous school much to annoy, to irritate, to perplex. The inexperienced one who expects to find it otherwise, will see his day-dreams vanish. On reflection, however, he will see more to pity and less to condemn. The aim then will be, rather to bind up and restore, than to punish with shame, terror and tears. Scholars know very well when a teacher is provoked, some will be wounded, others will be disposed to laugh at his infirmity. Some are naturally dull, and effort will not make them bright, yet these often have the most sensitive feelings, and an angry word from a teacher may cast a mildew upon such, besides a bad influence upon all.

After all the moral instruction that can be given, it will amount to little unless the teacher add the weight of his own example. It will be worse than useless to talk to them about using profane language, though his appeals may breathe the very soul of eloquence, if they sometimes hear him use phrases so very like it, that it is difficult finding the line of demarcation. His words are thrown away about falsehood, though they may be to the point, and his manner affectionate, if they have once detected him in trying to deceive, or purposely using phases with two meanings with the same intention. Such artifices escape not the vigilance of childhood, and are marked accordingly. Religious instruction will be of no avail, unless he shows by his conduct, that he believes what he teaches them to believe. If he is seen to indulge in the frequent ebullitions of anger, or to manifest a spirit of selfishness in his intercourse with society, they will say either that he is a hypocrite, or that there is no reality in what he teaches.

His sphere is a different one, still it demands in the teacher a model character, as well as his, who fills the sacred desk.

For the Journal of Education.

TO THE CORRESPONDENTS

OF THE NORTHWESTERN SOCIETY OF NATURAL HISTORY.

It is a source of great satisfaction to the friends of science that so respectable a number of the teachers of Michigan have been enlisted in an enterprise for the development of the Natural history of the State. If the future witnesses the exercise of that degree of perseverence and activity in the cause which may be reasonably expected of volunteers, the establishment of our association may form a noticeable epoch in the progress of American science.

As some of you have expressed an uncertainty in regard to the proper objects to be studied and the best manner of proceeding in the earlier stages of your investigations, it may be well for me to offer a few plain directions on these subjects.

The leading requirement of the correspondents is the collection of *facts* and *materials*. In this work no fact or object is to be considered useless, but those of course will be most valuable which are most rarely met with, or observed. For the successful prosecution of their labors the requisite information must be possessed on the four following points—1st. The *objects* to be sought for; 2d. The *places* in which to look for them; 3d. The kind of *observations* to make upon them; 4th. The methods of *preserving* them. Ample directions under all these heads may be found in the pamphlet before referred to, prepared by Prof. Baird, and published by the Smithsonian Institute—a copy of which I am prepared to send to any correspondent signifying an intention to make zoological or botanical collections, as well as to *any* one who wishes to become an active correspondent. In the meantime, however, I propose to make a few statements touching the most prominent and important points connected with the duties of the correspondents.

Among animals the smaller species are most likely to present novelties. The number of distinct species among our commonest animals is greater than generally supposed. Collectors should therefore obtain numerous specimens of what are commonly reputed the same species and pass by the same name. Of fish, the small fry, used by fishermen for bait, and known under the general name of minnows ("minnies,") should be particularly sought for. These are sometimes the young of larger species (in which case they are equally desirable) but more generally they are full grown specimens. A surprising number of novelties may be obtained among them. Agassiz says "There are still districts in our country where naturalists may fish half a dozen new species, and more, of these small nondescripts, in a single creek within a few hours." These are most easily taken in small nets, and for preservation may be thrown immediately into a jar of alcohol or whiskey. "Again," says Agassiz "scores of fishes are indiscriminately called Bass, Perch, Sunfish, Suckers, &c., in different parts of the country, which, when compared side by side, prove as different from one another as a robbin and a crow." It is therefore desirable for each collector to procure several specimens of each species of all the fishes in the water basin where he dwells. All moderate sized fishes, say not over five inches in length, may be preserved by simple immersion in alcohol, but larger ones should be previously injected with it.

All the species of reptiles of the state are very desirable objects for collection. They may all be preserved bodily in alcohol. Lizard-form reptiles are particularly desirable. They will be found under logs, aronnd old buildings, in moist places, small streams of running water, springs, &c. They are are all perfectly harmless.

"Among the mammals to which particular attention should be paid, as containing the greatest novelties, or species least known, are the different kinds of field, meadow, wood and marsh rats, mice, and moles, gophers or pouched rats the squirrels, especially the fox-colored or rusty bellied varieties, the shrew mice and true moles, the weasels and the hare or rabbit. Of all these specimens collected at different seasons are described. The surest way of procuring the smaller animals as rats, mice, &c., is by setting traps in places where such animals may be expected to resort. A common mouse trap placed near the runs of meadow mice and baited with corn, potatoe, cheese, or other attractive substances will often reveal the existence in numbers, of species whose presence was previously unknown." [Smithsonian Circular, 1855.] These animals may be preserved either by skinning or by throwing entire into alcohol. If skinned, the skin may be nibbed inside with dry arsenic or thrown into spirits. The skull of the animal should be removed from the skin, but preserved. A common mark should be attached to it and the skin, in order that they may be identified. Of the smaller species, specimens may be preserved, if convenient, both as dry skins and in alcohol.

Of all objects collected it is very important to have the locality of the specimen carefully noted and transmitted, and if possible, the date of procuring it, and notes of habits and peculiarities. In animals the observer will do well to record also the color of the iris and of different parts of the body as these are frequently changed by the spirits. Of plants the different stages of growth and development should be noted, such as the first appearance in Spring, or in shrubby plants the period of leafing—the time of flowering in the most favorable situations and of the species in general—period of maturity of fruit—fall of leaf, &c.

In packing alcoholic specimens for transportation, care should be taken not to bring the hard and the soft into contact with each other. Small fishes or other delicate objects may be put separately, or if small, in numbers, into small cotton bags and thus packed in kegs or barrels. Great care should always be exercised in handling and packing, not to injure the scales of fishes. The vessel employed should be completely filled, and if the specimens are not sufficient for this, the empty space may be filled with tow or cotton. Alcoholic specimens may be marked by tying to them labels of parchment or bladder.

All specimens destined for preservation in alcohol should be placed in the spirits as soon as possible after procuring, as in this way the natural hues are most perfectly retained.

My limits do not allow me to go into any further details in this communication. Before closing I wish however to designate some special desiderata:

1. *Mus Michiganensis.*—Prof. Baird writes to me as follows: "Audubon describes a *Mus Michiganensis* caught in the southeastern part of the State which no one has since seen. It is like the common white foot mouse, but has a shorter tail and a yellowish mark on the side of the head and body. The best

way to get this however will be to have many specimens of all kinds caught and this will then be probably among them.

2. Freshwater shells and their inhabitants.
3. Sandshells and their inhabitants.
4. Fishes from subterranean waters.
5. Fossil bones.
6. Marls and marlshells.
7. Bitumenized minerals.
8. Michigan coals with their associated rocks (including clays) and impressions of plants.

I would call the attention of correspondents especially to the collection of the small nammals of the State. Just at this time it is in our power to do a valuable service for science by gathering large numbers of these animals. Prof. Baird is employed by the government in making out some elaborate monographs of the North American mammals in connection with the report preparing for the Pacific Railroad surveys, and he informs me that he finds great embarrassment either by total lack of materials, or by not having enough to determine the exact limits of the species. These small mammals which he desires are such as we every day meet with or can easily procure. Let us put ourselves to work to collect numbers of them. Then, besides obtaining in exchange the full value of whatever we may transmit, we shall at this particular time, be doing good service in a scientific enterprise of great difficulty and importance. Send on for the pamphlet of "Directions," if needed, and let it be known that the work is going ahead.

Though there are many things which I should be glad to communicate to the correspondents, I am obliged to defer them for the present.

A. WINCHELL.

Official.

STATE TEACHERS' INSTITUTES FOR 1855.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
Lansing, May 24th, 1855.

ACT No. 70 of the last session of the Legislature of this State, provides that, whenever reasonable assurance shall be given to the Superintendent of Public Instruction, that not less than fifty teachers of common schools shall desire to assemble for the purpose of forming a TEACHERS' INSTITUTE, and to remain in session for a period of not less than ten working days, said Superintendent is authorized to appoint a time and place for holding such Institute, to make suitable arrangements therefor, and to give due notice thereof.

Said act further provides that, for the purpose of defraying the expense of rooms, fires, lights, attendance, or other necessary charges, and for procuring Teachers and Lecturers for said Institute, there shall be appropriated such a sum as the Superintendent of Public Instruction shall deem necessary for conducting such Institute, which sum shall not exceed two hundred dollars for any one Institute, and shall be paid out of the general fund.

Said act further provides that not more than eighteen hundred dollars shall be drawn from the treasury in any one year to meet its provisions; which virtually limits the num-

ber of Teachers' Institutes that may be held under the direction of this Department is *nine in any one year.* Ordinarily it may be practicable to hold three or four in the spring, between the close of the winter and the beginning of the summer schools, and four or five in the fall, between the close of the summer and the beginning of the winter schools.

In arranging the places for holding these Institutes, the Superintendent will be under the necessity of depending much upon the interest that shall be manifested by the friends of the enterprise in various sections of the State, and upon the co-operation that may be relied upon at points where it is desirable they should be held. At a few points good rooms have already been offered without charge, and propositions have been made to board teachers that may be in attendance at very reduced rates or entirely free of charge.

The teachers and citizens of the State at large will perhaps be best accommodated if the Institutes, which it is proposed to hold during the months of September and October next, be located somewhat as follows:—One at some central point on the Southern Rail Road; two, at most, at commodious points on the Central Rail Road; and two others, at most, at points further north,—say at Pontiac, Lapeer, Flint, or Grand Rapids. It would be impossible to hold Institutes under the direction of this Department at all the points named, and it may be deemed advisable to hold some of them in other localities.

APPLICATIONS FOR INSTITUTES.

Applications for Institutes should state,—1st. The number of teachers that would probably be in attendance at the point designated; 2d. What rooms could be furnished for the accommodation of the Institute, and at what charge, if any; 3d. The number of teachers that could be accommodated with board, and at what price per week; and 4th. What Lecturers and Instructors could be furnished for the Institute from the vicinity, if required, and on what terms, together with any other information touching the desirableness of the location proposed. Information touching all these points is the more important, as the appropriation for Institutes is scarcely sufficient to meet the expenses attendant upon providing an experienced and competent Board of Instruction, if secured entirely from abroad.

All applications for Institutes to be conducted under the direction of this Department the ensuing autumn, should be forwarded to this office before the middle of July. The times and places at which it will be practicable to hold Institutes will be determined as soon as possible after this period, and due notice will be given thereof.

In making these applications it would be well if there might be a concert of action in adjacent counties, so as very generally to unite in the support of the limited number of Institutes that may be held in any one year.

Places that cannot be accommodated the ensuing fall may be the next spring, or at some later period. Let us seek so to locate this series of STATE TEACHERS' INSTITUTES as best to accommodate the *whole State.*

IRA MAYHEW,
Superintendent of Public Instruction.

N. B. Township clerks, and others to whose notice this circular may come, will confer a favor by procuring its insertion in periodicals published in their vicinity, and in otherwise giving it such publicity as they may be able.

Youths' Department.

UNCLE JOHN'S LETTERS.—No. 5.

My Dear Boys and Girls:

I wish to write a few words to you about the right use of your ears, which in my last, I called whispering galleries, because the soul sits in behind the ear as in a whispering gallery, and hears every sound that enters its hollows. It is true the ear tells you of nothing but sounds, but what a multitude of

are there in the world. Every thing has its own voice, that is, makes its own kind of sound, and he who knows how to use his own ears, hears nature always talking to him. The wind whispers, the brook murmurs, the birds and kettles sing, the metals ring, and there close behind the ear the soul sits and listens to them all.

But the chief use of your ears is to listen to human speech. There would be no use of speech if there were no ears, nor without ears could we learn to talk. How pleasant to hear our friends and teachers talk, to hear noble orators and sweet poets and pious and wise men speak.

But all do not hear alike. Two boys or girls may hear the same story, or sweet song, and the one may be able to repeat the whole story or sing the song, while the other can scarcely remember a word or sing one strain. The one's ears may be as good as the other's but they do not use them alike. The ears cannot hear of themselves, any more than a whispering gallery could hear if no one occupied its hearing place. The soul must sit down by the drum of the ear and listen, or the sound will do no good. Now one boy's soul listens and thinks of the words it hears, while the soul of the other boy was thinking of something else, or else was not thinking at all.

If you would make good use of your ears, you must learn to think while you hear. And then how much the soul will learn through the ears. One might become a learned and wise man, simply by the right use of his ears. If we know how to use our ears, the world is a great hall of music, where lofty anthems, and grand marches, and sublime songs are ever sounding on the air, through the forests, amongst the mountains, adown the valleys, along the streams, beside the ocean and everywhere where a living or moving thing can be found.

But do not always use your ears. Never use them to listen to lies or bad men's talk. Do not permit the little soul that sits down in the ear to hear vulgar or angry or wicked words. They will surely hurt it. Keep the soul pure if you would be happy.

UNCLE JOHN.

THE USEFUL AND THE BEAUTIFUL.

WRITTEN BY A LITTLE GIRL ELEVEN YEARS OF AGE.

WITH how much are we surrounded that is both useful and beautiful!

The horse, that noble and beautiful animal, is adapted to our wants, and adds much to our convenience as well as luxury. The camel, though not much can be said of its beauty, is useful in the warm country in which it lives, in carrying merchandise across the desert. The mule, we find in mountainous countries, adapted better than other animals for climbing the steep mountains. The Reindeer draws the sledges of the Laplander over the ice and snow. The

Hyena carries dead bodies from cities, which if left, would make them unhealthy. The dog is the friend and companion of man, in all countries. He is very grateful, and if he had a kind master, will never forsake him. He will defend him with his life. The beauty of the camel-leopard is noted. History tells us that in the days of the splendor and luxury of the Romans, Pompey exhibited them at his public shows. The tiger, that most beautiful of all animals, is not known to be of any use. Many animals are very beautiful, but I think birds are the most beautiful living creatures.

The blue jay and the Baltimore oriole, are among the most beautiful birds of our country, The peacock is noted for its beautiful form and plumage, and what an intelligent eye and sprightly way has the beautiful little canary, that we keep in cages. There is beauty in the widely extended Prairie, in the dark green woods—in the towering mountain, and in the lowly vale.

This whole broad-earth is beautiful,
To minds attuned aright.

But I think flowers are the most beautiful things we have on earth. They are of a great many forms and colors, varying from the richest crimson to the purest white. They are to be found in all parts of the world. Even in the coldest climes, there are a few flowers to be seen, a small portion of the year. In the torrid zone, they are of the richest hues, and they are larger than those of other zones. There they blossom all of the year. Here in our climate, their colors are not as bright, and they bloom only at particular seasons.

In eastern climes they talk in flowers, each blossom has its language. The rose is a sign joy and love. The lilly is a type of innocence. The tulip of humility. The cypress of sorrow. The timid lover, instead of telling his tale in words, twines a wreath or arranges a bouquet that will tell the tale. Peabody says:

Earth's grand and lovely scenes
Have made man's warmest praises flow,
For hearts grow holier as they trace,
The beauty of the world below.

PROBLEMS.

1. A owns 3-8 of a mellon, and B owns 5-8, and C. offers them one shilling to share it equally with them; what part of his shilling ought each to receive?

2. A wall was built round a rectangular court to a certain height. Now the length of one side of the court was 2 yards less than 8 times the height of the wall, and the length of the adjacent side was 5 yards less than 6 times the height of the wall; and the number of square yards in the court was greater than the number in the wall by 178. What were the dimensions of the court, and the height of the wall ?

3. How large a square can be inscribed in a semicircle, whose diameter is 50 feet?

4. Two men hoed corn at the following rates; 1-2 of 1-8 of what one hoes, was equal to 1-2 of 1-4 of what the other hoed. And 1-2 of 1-8 of what the first hoed was equal to 1-2 of a row, what the respective and whole number of rows?

5. An old man, a young man, and a boy hoed corn with the following rates.

The old man hoed 5 rows, the young man as many as the old man, and 1-3 as many as the boy, and the boy hoed as many as both the men, how many a piece, and in all did they hoe?

ANSWERS TO PROBLEMS IN MAY JOURNAL.

1. The 1st should pay 6.447 shillings. The 2nd., 9.204 shillings.
2. I neither lost nor gained.
3. I lost.
4. I gained.

We shall next month have type to print algebraic problems and solutions.

Editor's Table.

Some unexpected delays which compel a curtailment of the full number of pages we proposed to issue, compel, also, the omission of several important topics which were designed for this department. We ask serious attention of the friends of education, to the official note of the Superintendent. Much good is to be hoped for, from the fall Institutes. Let every candidate for a winter school be present; and let liberal plans be adopted to secure cheap accommodations to our young teachers, many of whom are manfully battling with narrow means to fit themselves for usefulness.

☞ We ask attention also, to Prof. Winchell's article to the members of the North Western Society of Natural History. Teachers send in your names. It is a noble as well as a useful enterprise, and if carried out, is full of promise to the best interests of our teachers, and schools, and the honor of our State.

☞ We have several communications in reserve for next month. Teachers generally, are invited to contribute short and carefully written articles; and be not discouraged, if your first articles are not accepted. Write not from motives of vanity, but of duty, and you will write well; or, failing will feel no sting of mortified pride, discouraging further efforts.

Literary Notices.

The Young Man Advised; or Illustrations and confirmations of some of the chief historical facts of the bible. By E. O. Haven, D. D. Carlton and Phillips, N. Y.

We regret that we have not space this month to notice at length this new work of Prof. Haven. Of the style of the composition we need say nothing: our readers are already well acquainted with the energy and perspicuity of the professor's good Anglo Saxon.

The views given of the leading facts of sacred history are marked by the strong common sense which neither craves the marvelous nor fears it. Where natural causes, sufficiently explain the phenomena, they are attributed to those causes; otherwise they are unhesitatingly claimed as the miraculous interpositions of Deity.

The book is not a systematic treatise on the Evidences of Revelation, yet it embraces most of the popular arguments for the authenticity of the Bible. Enough of originality marks its pages to make them attractive even to those familiar with the subject, though a diversity of opinions may be held as to the soundness of the views advanced. On the whole the book is an interesting and valuable contribution to our religious literature, and we hope it may be generally read, especially by the class for whom it was written. It may be found at Kerr & Morley's, Detroit.

English Past and Present! By RICHARD CHEVENIX TRENCH! Published by Redfield, New York! 231 pages 12 mo.

No department of literature more excites curious interest of the scholar than the study of words, and into this department Mr. Trench has entered with the enthusiasm of an amateur. His work, etitled "The Study of Words," has been widely read, and the work before us will doubtless meet a like welcome.

The subjects treated of as expressed in the titles of the chapters are: 1. The English a composite language; 2. Gains of the English language; 3. The diminutions of the English language; 4. On changes in the meaning of English words; 5. On the changed spelling of English words. For sale by Morse & Selleck.

Sander's Young Ladies' Reader. Published by Ivison and Phinney.

WE are indebted to our friend, G. H. Bostford, for a very neat and tasteful volume bearing the above title. After a somewhat careful examination we say heartily, all we have space to say, it is an excellent reader, and filled with a choice and judicious selection of reading lessons.

Hand Book of Universal Geography being a Gazeteer of the world. Edited by J. C. CALLICOT, A. M. Published by A. S. Barnes & Co. New York.

WE have been favored by a friend, B. B. Northrop, the agent of the publishers, with a copy of the above named work. Like the other volumes of the "Library of Reference," it excels in the beauty of its type and binding, and like them all, it is a work of sterling value and excellence. The general utility of such a gazateer is too obvious to be insisted on; it should be placed on every teacher's desk beside the dictionary, and we doubt not will be when the needful furniture for a well equiped school room shall be understood. The spirit of inquiry which ought to prevail in every school demands just such a reservoir of information as this book furnishes.

The Robin Red Breast, a new juvenile singing book. By R. A. RUSSEL &C. W. SANDERS. Published by Ivison & Phinney, N.Y.

A copy of this new singing book has reached us by mail. Its 199 pages are well filed with good things both new and old, and we cordially commend it to the examination of teachers, hoping its fine selection of songs may contribute to the wider introduction of vocal music to the school room.

SEVERAL books lie on our table for notice next month.

HARPER'S Magazine contains so many articles of solid and even scientific interest as to demand a higher name than that of light literature. The June number contains some papers of unusual interest. For sale by J. A, Roys, Woodward Avenue.

THE United State's Magazine is one of the largest and best of the dollar monthlies. The 2d volume begins with the June number. Address J. M. Emerson & Co., N. Y.

ARTHUR'S Home Magazine, is a valuable monthly, filled with excellent matter for the home circle. Terms $2 a year. T. S. Arthur, Philadelphia.

Principles of Physiology. By J. C. COMSTOCK and B. N. COMINGS, M. D. Published by S. S. and Wm. Wood, New York.

THIS is an excellent text book and its large quarto form, equal in size to our common school atlases, allows the introduction of larger and finer plates than we have ever before seen in any elementary work. The chapter on the preservation of health is equally valuable and interesting. The sketches of comparative anatomy, in which the work abounds, and the discussion of instinct and intelligence also lend attractiveness to the pages. We doubt not it will be found a good book for the use of classes.

HITCHCOCK'S Geology revised and enlarged. Ivison and Phinney.

THIS is one of the best elementary works on the science of Geology. The members of the State Teachers' Association who propose to enlist in the study of this department of Natural Science will find this an excellent book for beginners. And we cordially recommend it to all who seek acquaintance with one of the most splendid and wonderful of the whole family of sciences.

MICHIGAN

Journal of Education

AND TEACHERS' MAGAZINE.

VOL. II. JULY. NO. VII.

THE FOUR STUDENTS.

(*Continued from page* 177.)

"CLASSMATES," at length spoke Francis, in that low and quiet tone, which betokens that the controlling power of some ideal presence is felt by the mind of the speaker, "the attempt to analyze the motives which have influenced me to study, has filled my mind with so many thronging memories, both of college and other days, that I scarcely feel able to give, at once and with assurance, a categorical answer to Fred's question; so even at the risk of being thought the hero of my tale, let me tell a little of my own history.

My mother died in my early childhood and left me without that soothing love and care which my headstrong and impatient temper needed. The wants of a large family, left now to his sole care, compelled my father who was of the Puritan stamp, to seek aid from the labors of his children, and thus in that early childhood I took stern lessons in that school which Hugh Miller called the best and noblest of all schools except the Christian one, that in which honest Labor is the teacher. There is sound truth doubtless in this canny Scotchman's opinion of this great manual-labor school, but there is some danger that the primary lessons shall be too severe. Severe toil too early urged, may injure the young mind."

"He ought never to teach primary school," interposed Fred.

"No, not quite that," replied Francis; "it is good for a man to bear the yoke in his youth. 'Honest Labor' is a good teacher, but like some other good teachers he is apt, in his zeal, to urge to exhaustion the powers which he ought only to lead forth to wholesome exercise. The toil whose heavy and unrelieved yoke galls the young spirit into anger, or presses it into insensibility, must ordinarily dwarf both the body and mind, and will generally hurt both temper and talent.

A native feebleness of constitution, obtained an assignment to me of lighter

tasks than fell to my brothers; still these labors long protracted and without compensating periods of healthful play increased my natural moodiness and irritability, and begot a peevishness and perversity of thought alike unfavorable to a true moral or strong mental development. But it chanced that the ill health that made my labors seem severe, often made play unattractive, and my few leisure hours were thus spent almost of necessity with books. And to books I turned the more earnestly because like Fred I had gained some small honors in school and felt ambitious to excel still farther; but books soon became my solace and I fled to them to lose amidst their storied pages the unhappy consciousness of my own lot. To this early taste for reading, I owe chiefly my salvation from a life of stolid ignorance, and I here avow my belief that an early formed taste for reading is a surer pledge of ultimate scholarship and intellectual eminence, than the finest talents, or the most favorable opportunities for study.

Like others, I read at first only stories or the more entertaining travels and histories, and I devoured without discrimination all on which I could lay my hand. Amongst my earlier efforts with a pen was an attempt made in vain to catalogue the volumes I had read. Fortunately my employments both limited the time for reading so as to prevent a surfeit, and compelled some sort of reflection, and inward digestion of what I had read. While about my work my excited imagination revelled amidst scenes the description of which I had last read, and I often busied myself in arranging the fresh combinations, the characters and events of the stories in my books. But the asperities of my toil often scattered my day dreams, and I then sought relief from the discouragements of the present drudgery in ambitious dreams of future greatness. Like Fred, I became intensely ambitious and resolved that my little school triumphs should be but preludes to grander triumphs. The influence of the friendly teacher of a neighboring school, who was fond of natural philosophy, turned my reading into more useful channels, and I learned to love works of scientific interest.

But now a new element entered into my life. Struggling with ill health, the narrowing future over which my ambitious fancies expatiated, seemed constantly tending to mingle itself with the darker and wider future beyond, and Eternity, that mightiest and dreadest conception of the human mind, came rolling upon my soul. I cannot relate how the giant and gloomy apprehensiveness which seems to precede the thought like a shadow, and which fell upon me shiveringly as a pall, gradually brightened into the clear but terrible consciousness of immortality, and how standing at length as if upon its very frontier, I gazed out upon the broad eternity and saw, amidst the play of its awful splendors, the sublime sovereignties and inflexible rectitudes of the gov

ernment of God. Skepticism quailed under the felt gaze of the Divine Omniscience, and conscience starting into power in this vision of Heaven's dread chancery, heaped upon me a load of accusations which a judgment frightened into stern honesty could not deny. My discontents became silent when thus confronted with my deserts, and ambition, touched by this Ithuriel's spear, instead of the noble and kingly thing it had seemed, showed the foul thing it was. In the vast moral wastes of a wrecked humanity, to lift one's self above his fellows, is but to court the keener observance of a wronged and offended Heaven. But with that awful eternity thundering as an ocean along the whole circumference of thought and feeling, and flashing its tremendous facts with a burning distinctness upon my whole consciousness, ambition was lost in the sense of my pitiable and wretched guiltiness."

The speaker's tones had gradually grown eloquent and pleading as he went on in this recital of his faith, for he knew that, like many other young men who, in the first proud feeling of their mental power, reject, as so many trammels upon free thought, the venerable doctrines of a religion whose high, unquestioning faith rests more upon the facts of the inner consciousness, and the native intuitions of the soul, than upon the outward phenomena of sense concerning which reason busies itself, his comrades were skeptics. An unwonted awe stole over their hearts as they listened to their talented classmate's revelations of his religious life, for the known and noble purity and peacefulness of his character added a singular emphasis to his words. They felt he was speaking more to them than of himself, and the thought that on the morrow would come the last farewell, gave a deeper tenderness to his manner as he continued:

"Then it was that the wondrous character of the Christ unrolled before me in its supernal grandeur and beauty, and my tossed and troubled soul flung itself with a divine faith on the bosom of the Son of God. Henceforth a new educating power laid its plastic touch upon my mind. The mental action which had grown narrow in its range, under the pressure of irksome toil, expanded in the effort to grasp that wonderful eternity, and faith lent both the path and power for a new progression in thought. Nature was no longer a mere curiosity shop, but a magnificent and fitting temple of God and the panorama of history became an altar piece portraying the story of redemption.

The death of my father at length left me master of my actions, and dependent upon my own efforts. Finding myself prepared for college, and having been successful in my endeavor to obtain the means, I came here and joined the class. If I were to express in one word the controlling motive in my studies I should say *duty*. I have loved learning, and all the more ardently because science has revealed to me the wondrous greatness and goodness of God; I appreciate also the economical value of an education, and far too

often the fatal fire of ambition has kindled afresh within me; but mainly I have studied to meet my obligations to my Maker, who in giving the capacity for education, has imposed the duty of giving my nature its highest possible cultivation; duty to society requires me also to fit myself for the utmost of usefulness I may attain to, and duty to my teachers and fellow pupils, has demanded a faithful performance of all class exercises.

To-morrow we part to meet again, perhaps, only on the shores of that mighty Eternity whose voices are now ever sounding in my ear. Wishing you even a broader and more generous success than you crave, I would, that like me you knew but one star of guidance through that future which none of us can forsee, and that, that star was the simple purpose to do duty to God."

He paused and the group sat for some minutes in silence. All thoughts had been carried forward and were lost in silent contemplation of the endless future, that Eternity of which their classmate had spoken with such evident awe.

"I am sure we all thank you heartily," at length spoke Fred, "for the christian interest you have expressed for us. You may be right and we all wrong. No one can deny the moral beauty of your sentiments, nor do I doubt your entire sincerity in holding them; but I greatly distrust their practical applicability to the affairs of this world. The light of duty alone will scarcely guide one safe through the tortuous windings of human life in its present plight. Four widely different motives have at least conducted us four to the same successful result, why may not these motives still used ever guide us to success? I believe they will, and hope in future years as we shall come up together to revisit our Alma Mater, we shall still meet as the successful exemplifiers of the equal power of a high regard for duty, a simple love of learning, a prudent desire of wealth and a generous ambition for greatness.

None seemed in a mood to continue the argument and after a few minutes of lighter chat, they separated to prepare for the anticipated scenes of commencement day.

(To be continued.)

AN ADDRESS

DELIVERED BEFORE THE STATE TEACHERS' ASSOCIATION, ANN ARBOR, APRIL 4TH, BY PROF. D. PUTNAM OF KALAMAZOO COLLEGE.

"THE chief end of man," according to the newest American catechism, is to get and spend money. The great inquiry of our age and people, is not for the new or the good, but for the *profitable*—not because we are averse to the new or disrelish the good, for we are fond of both, especially if they can, in any way, be made to subserve our love of gain; but because the glitter of gold has dazzled the eye, and the homage paid to wealth has captivated the heart.

The usual test question for every plan proposed, or scheme advised, or system elaborated is, "will it pay?" and a negative answer is tolerably certain to cool the ardor, silence the tongue, and close the pockets of hosts of enthusiastic admirers.

The spirit of the times affects methods of teaching, courses of study, and systems of education. It reaches every department and penetrates every institution of learning, driving conservatism to the wall in its last strong-holds.

If we do not already estimate the value of schools and the practicability of methods by the amount of profit, pecuniarily, to be realized from and by them, coming events, casting dark shadows before, show that we are in great danger of soon knowing no other criterion of worth.

The opinion prevails widely that any knowledge, beyond the merest rudiments of the most common sciences, is valuable only, or chiefly, as it can be used, directly or indirectly, in the acquisition of wealth, or in advancing, in some way, schemes of personal, family, or party aggrandizement.

Consequently those branches of study, which are not calculated, immediately, to subserve these purposes, must be discarded as unnecessary and unadapted to the wants of the people and the peculiar spirit of the age. The ideas of discipline and development are lost in those of time and money. The *immaterial* is swallowed up in the *material.*

From this source, this false criterion of value, and the absurd idea of the object of education, comes, in large measure, the demand for remodeling institutions of learning, the establishing of special departments, and provision for partial and elective courses. The old, up-hill tiresome road of stage-coach times must be graded for scientific railways, and bordered with lines of educational telegraphs.

The nature and advantages of the reforms, made and in progress, have been so often set forth and so confidently urged that it is fair to presume they are thoroughly understood, not only by the community generally but even by their warmest advocates. And as the arguments by which the proposed changes and improvements are supported, are partially, at least, scientific echoes of popular notes, they cannot fail to have their full legitimate influence upon the public mind and upon the managers of public and private institutions.

It is not difficult, certainly, to perceive that exclusive study of a single science, or constant practice of a single art, should give profounder knowledge of principles and greater skill in their application than one can acquire, in the same time, when the attention is distracted by a multiplicity of objects and pursuits. And, since the acquisiton of practical skill is assumed to be the chief end desired and sought in an educational course, it is, in effect, proposed to abolish that system of instruction which requires every student to pursue, to a certain extent, the same prescribed routine, and to allow each individual scholar to select such and so many branches as his inclinations, taste, or supposed wants, present or prospective, may allow or dictate.

This plan, perfected in theory and ripened in practical operation, would change our colleges and universities into *primary* schools of the arts and sciences and destroy whatever of unity and harmony exists at present in our method of education.

The evils sure to result from it are, to a casual observer, or to an uneducated mind, much less obvious and of less importance than its advantages. It

has in its favor, to a great extent, the prejudices of the people, the current of popular feeling, and the strong influence of the public press.

Nevertheless the interests of sound learning demand that its true character be unfolded, the fallacies upon which it rests be exploded, and the evil consequences of its adoption be made known.

I shall endeavor, therefore, to expose a few of the *evils of attempting to educate by the system of elective or partial courses of study.*

The field opened is too broad to be examined in the time allotted to a single brief lecture, and the interests involved of too much importance to be committed to any but the ablest hands.

I trust the desire, while readier pens are at rest and more eloquent lips are silent, to contribute, if only in the slighest degree, to advance the true interests of education, or to hinder the spread of erroneous ideas, will be accepted as a sincere and sufficient apology for my presumption.

(I.) The greatest evil of this system is, that *the true end of education cannot be attained by it.*

It will, without doubt, be readily admitted by an association of teachers, that the true and highest end of education includes the full and symmetrical development of all the faculties both of the body and the mind. A higher and nobler purpose still is accomplished when a right moral direction is given to the developed being, by the judicious inculcation of the most important truths of natural and revealed religion; but by embracing this in the true and legitimate sphere of secular education, I might pass beyond the limits of universal acquiescence and tread upon disputed ground.

The body is composed of various members of greater or less comparative importance, all of which are not absolutely necessary either to the support or propagation of life; and yet he will be regarded as the most perfect specimen of physical manhood, who has every bone and joint, every ligament and tendon, muscle and nerve, in its appropriate place and in due proportion. To develop the human frame harmoniously and symmetrically, as one single though complex unit, is the aim of any true system of bodily training. To accomplish this a great variety of movements and exercises is necessary. Every part must, in turn, be called to act and left to repose.

The swinging of a sledge or an ax helps to develop the muscles of the arm and vigorous walking enlarges and strengthens other parts; but that could hardly be regarded as a tolerable system of calisthenics which should provide merely for a constant repetition of one or two movements, however admirable those might be in their nature, or salutary in their influences when properly combined and modified.

Under such discipline, the greater part of the frame would be left undeveloped, and relatively, if not actually, weakened. This most unfortunate result is seen wherever necessities or other causes have confined men or women to some single unchanged employment from childhood through every period of life up to old age. Division of labor creates skill and accuracy, makes beautiful self-acting machines, but affords very sorry specimens of manhood. The symmetry of the body is destroyed, the general health and vigor diminished, and even the part developed made unsightly and misshapen.

The physical frame and the well known consequences of defective training, or sameness of labor, afford a tolerable though inadequate illustration of the disastrous results of bad methods of education upon the intellectual powers.

The mind is usually supposed to be an aggregation of various faculties. These for convenience sake, and perhaps for other reasons, are spoken of as distinct somewhat like the members of the body, but so united as to form a harmonious whole. That faith, indeed, which can give each manifestation of intellect, "a local habitation and a name," upon some well-defined part of the cranium, exceeds slightly the measure of my own and, doubtless, yields a pleasure which the skeptical sigh for in vain.

But however much real, and would be, mental philosophers differ, no one doubts the existence of capacities and powers widely diverse in the mind.

It is reasonable to suppose that the perfection of the intellectual being requires a full and harmonious development of all these various manifestations.

No one is useless or unnecessary, unless the Creator has bestowed valueless gifts. No one can be excited to premature or unnatural action without destroying the nice proportions, and deranging the exquisite harmony of the whole. Experience has taught some lessons touching this point which observing men will be slow to forget.

A system of education, fit and proper to be adopted in our higher institutions, must make provision for bringing out, in harmony and due proportion, every faculty of the soul, so far as this can be accomplished by teaching and study in a very limited period of time.

The reasoning powers must receive their appropriate aliment and exercise; the judgment must be made strong, ready, and reliable by action and instruction suited to its office; the imagination and fancy must be cultivated wisely, and allowed to have the scope necessary for natural and beneficial play; attention, conception, abstraction, memory and in a word, all the powers must be developed and ripened.

It can hardly be seriously urged, by candid men, that the discipline afforded by ever so thorough and protracted study of some one, two, or three even, of the sciences or arts, however important and valuable, can accomplish this work.

The mathematics develop and strengthen the reasoning faculties, cultivate habits of close and patient attention and abstraction, and lay deep and broad, a noble foundation on which to rest subsequent attainments. But they cannot alone mould and finish the most perfect model of intellectual manhood. They can give accuracy to thought and vigor to conception, but cannot clothe with poetic forms, or color with brilliant hues, or give wings for lofty flights.

The study of language improves other faculties and sets in motion other parts of the mental machinery. It fills the storehouse of memory, and wraps around thought a drapery of living forms, airy or solid, grotesque or sober, dark or transparent, according to its nature or its mission.

It helps to unloose the tied tongue of untutored eloquence, and sharpens the pen of philosophers and historians, of statesmen and divines, of novelists and poets. It gives elegance of diction and fluency of utterance, smooths the style and rounds the periods. But it can never supply the place of rigid mathematical training, or teach, directly, the functions of logic or rhetoric, or supersede the necessity of moral science or mental philosophy in the work of educating.

Physics and metaphysics, aside from their value as positive sciences, meet certain wants of man's inner nature discovering mental depths and moral heights which would otherwise remain unknown. The one develops and sharpens the

power of external, and the other of internal observation and criticism, dealing, respectively, with the world of matter and the world of mind. Both are valuable, but neither can occupy the sphere, or exert the influence, or fulfil the ends of the other; nor could both combined develop successfully the peculiarities of either a mathematical or poetic genius, or render the study of language unnecessary.

Music, poetry and painting, studied as sciences or practised as arts, vivify and enrich the imagination, both curb and wing the fancy, purify and correct the taste, and bring out a thousand lesser beauties and graces of the soul which the strong meat of other arts and sciences fails to nourish and leaves to die.

I might continue this work of illustration until I had shown how every department of science and every branch of art may be used to develop and give strength to some latent faculty of the human soul, but it is not necessary.

The truth is forced upon us from every quarter that, diversified as are the capacities of the mind, numerous as are its powers, various as are its faculties, so diversified, numerous, and various are the means needed to give it a full and perfect expansion.

Hence no length of time and no depth or strength of devotion, bestowed upon a single department or a narrow circle of the sciences and arts, can ever, in the highest and best sense of the term, *educate* a man. Some faculties may be cultivated; traits of character, naturally too prominent, may be made still more conspicuous; one part or another may be relatively enlarged; but the unity and symmetry of the intellectual being, as one whole, are hopelessly ruined.

Mathematicians, linguists, metaphysicians, poets, and painters may be created or trained; chemists, engineers, and geologists, may be made by the system of partial and elective courses; but full-grown, well-formed, thoroughly instructed *men* will not be the natural and most abundant fruit of such a method.

(II.) A second serious evil is that *those trained under it cannot be fitted for the greatest personal enjoyment, or the most general usefulness.*

Personal enjoyment, of whatever nature or from whatever source derived, whether sensuous or intellectual or even spiritual, is not, by any means, the chief or noblest end of human existence. Pleasure is not the highest good, notwithstanding the precepts of ancient philosophers and the practice of their modern disciples. And still happiness is not necessarily sinful and pleasure forbidden. Both are lawful when lawfully used. Either, eagerly pursued, escapes the outstretched hand, but waits continually on the steady traveller in the dusty pathway of right and duty. The outer world is an unfailing source of legitimate enjoyment, and all the senses so many open highways for its approach to the soul.

The beautiful, the grand, the sublime in every province of nature speak to the responsive heart through the eye. The voices of creation, whether uttered in the singing of birds the rippling of water brooks, the roaring of cataracts, the heaving of oceans, or the noise of many thunders, reach the inner being through the portal of the ear. Pleasant odors fall agreeably upon the organs of smell, a thousand varied flavors minister to the gratification of the taste, and even touch affords a wide avenue for pleasurable sensations.

These external organs are susceptable of cultivation and refinement. Like approaches to central and important points in the material world, they may be widened, smoothed, beautified and adorned; or like by-ways and lanes, seldom

used, they may be made crooked, narrow, full of obstructions and almost or quite impassible. The loss of one of these is justly regarded as a great, and in many respects, irreparable misfortune. Him who closes the least important of them, wantonly or needlessly, for the humblest creature of God,

> "I would not enter on my list of friends
> Though graced with polished manners and fine sense."

To give sight to the eye, hearing to the ear, and power of motion to palsied limbs, are works of an Almighty Power; but their full development has been left chiefly in the hands of man. He, I speak with reverence, receives the freshly moulded form from the great Designer, and, looking on the pattern, rubs off, with gentle friction or harder pressure, the adhering sands and rough, out-jutting points, giving each line and figure its just proportion and relief; or hastening the completion of his task, with unsteady nerve and zeal beyond his knowledge, batters with ill-directed blows, and mars the breathing statue which he should have polished and adorned. Such is man's work, well done or spoiled, even for the outer temple of humanity.

He trains the pliant sapling and nature pushes up the vigorous tree; he treads upon the tender shoot and nature produces the misshapen, sickly shrub; he binds the feet and a race of cripples go hobbling through the world; he places clamps upon the head and flattened skulls and brains abound.

The true office of man, undoubtedly, is to labor in harmony with the Author of nature, the Architect of the body, in the perfecting of all the senses. No one is, or needs, to be sacrificed for another. The ear is not to be stopped that the sight may be more acute, nor the eye put out that the hearing may be improved.

The man or the system which produced such a result would deserve and receive universal execration, as subversive of the evident purposes of the Creator and destructive to human happiness. A man without an eye may be still a man, but one broad road of enjoyment has been closed. And when the ear is sealed, and the mouth dumb, or the nerves paralized, he may yet be a man; but his power to be happy or useful is greatly diminished. In a measure, when one sense is cultivated to the neglect of others, the same result follows. Unity, harmony and symmetry in development are nature's rules.

It is true, by a wise and beautiful provision, the loss of one organ is partially compensated by the increased acuteness and unwonted activity of others; but this would be little justification or apology for the careless or wanton mutilation of human bodies, or even for the hacking of shade or forest trees.

The capacities of the mind are so many means of personal enjoyment and of special or general usefulness. They are, if I may so speak, the inner senses, united by an unseen and mysterious bond to the organs which communicate with the external world; or they are so many wings of the soul by which it passes through the open windows of its clayey tabernacle and moves at will among the beauties and wonders of the universe. Every power affords its own peculiar pleasure. Every developed and ripened faculty yields a richer and fuller measure of happiness.

The man whose intellect is most fully and most harmoniously expanded will be susceptible of the greatest amount of real enjoyment, and capable of performing, ordinarily, the greatest amount of mental labor, with the least effort, and most advantageously and beneficially both to himself and the world. Every

avenue of his soul is widely open, and every power trained and disciplined for the most vigorous and efficient action.

That system of education, therefore, which does not provide the means and instrumentalities necessary and sufficient for opening and smoothing those passages, and disciplining and making strong these powers, fails to fit for the greatest personal enjoyment, or for the most extensive usefulness. That the method of voluntary, elective courses does not do this has, I hope, been already made sufficiently evident.

It is proper, and perhaps necessary, here to notice an argument sometimes used, with much ingenuity and plausibility, in behalf of elective studies. It is urged that as men are unlike in personal appearance, so they are unlike in mental capacity; that every man has certain marked peculiarities of mind, certain natural tastes, likes or dislikes, which fit him for certain spheres of activity, and indicate, with tolerable exactness, the business or profession upon which he may enter with success. It is argued that to subject every individual to the same disciplinary process is most manifestly absurd; that the intimations of nature should be regarded, and studies selected and arranged so as to develop and cultivate, chiefly or entirely, the prominent traits in the character of each student. The mathematical genius, if I may use so vague a term, should be fed with arithmetical rules, algebraic formulas, geometrical problems and sections of cones.

He who has a taste and capacity for language should live upon "roots" of verbs and "stems" of nouns; upon "cases' hard and easy, genders of every kind, and numbers even without number. Though ever involved in endless "varyings" and "declinings," he may not himself "decline" or "vary" from his chosen course.

The candidate for chemical honors must breathe constantly an atmosphere of artificial gas; go armed with tripods, crucibles, and retorts; test every thing by means of acids, salts, and blowpipes; swear by Berzelius, and look upon the world through chemical glasses.

He who would be a geologist must make his diet of ichthyosaurus, iguanidons, and pterodactyles; must look for "faults" and "strikes" and have his "pockets always full of rocks."

Through all the round of sciences and arts, this same narrow and restricted course is to be pursued, with only such slight occasional deviations as the force of peculiar circumstances may require or justify.

No sane scholar will deny that men differ in intellectual capacity, in mental power, in taste and in natural fitness for particular callings. It is plain, moreover, that all these facts are to be carefully weighed and to have due influence in the selection and direction of one's business or profession. It is usually safe to follow the path in which nature leads and to obey her intimations when rightly interpreted.

But her teachings, like those of higher authority, have no infalliable expounder, and are sometimes susceptible of various and contradictory readings.

While I freely and willingly concede thus much, I am constrained entirely to dissent from the conclusion that the courses of study and the discipline of the schools should be arranged or directed with reference to the development and cultivation of prominent characteristics of individual minds.

I am rather, on the other hand, forced to believe that the very fact, that nature, apparently, has dealt less kindly with certain faculties of the soul is one of the

strongest reasons why a careful and judicious student of her works and ways will seek to foster, enlarge and strengthen the weaker and more needy powers. The greatest activity and highest efficiency of the leading capacities themselves require this. One member neither suffers nor enjoys, labors nor rests entirely alone. The strong arm is stronger still when attached to a well-developed chest. The well-formed, vigorous body is comparatively useless when supported by crippled limbs. The optician has need of ears as well as eyes. The most sedentary occupation cannot conveniently dispense with the powers of locomotion.

The mutual dependence of mental faculties, though unlike, is doubtless as intimate as that of the various organs of the physical frame. No one is of so much importance that it can safely be cultivated at the expense of others, or so strong that it can perform even its own legitimate functions entirely by itself. A single beam, in its appropriate place, rests on a score of smaller supports, and falls broken when they are gone.

The linguist will find his gift of tongues not diminished but greatly increased by the discipline of mathematical studies, and development of mathematical powers. The eloquence of the orator will not be less moving because his illustrations are brought forth from a storehouse fitted with fruits gathered from the domain of every science and the work-shop of every art. The mathematician will not be less able to work out the intricate problems, or to explain beautiful principles of his favorite science because he has become familiar with the laws of language or the figures of rhetoric. The chemist will not be less at home in the laboratory, or the geologist among the rocks and mountains, because the study of language and poetry, of painting and music, has infused more accuracy and beauty into their scientific dissertations, richer and warmer colorings into their descriptions of experiments and scenery, and more of harmony and finish into all their productions.

The poet, even though Horace rightly said, "Poeta nascitur, non fit," will not be blessed with "divine afflatus" in more stinted measure because his "genius" has been subjected to the rougher handling and more prosaic formulas of Euclid or Liebig.

(III.) I had proposed to myself to notice other evils necessarily connected with this voluntary system, but the time within which I designed to confine my remarks will allow only a hasty allusion to one or two.

The *prepossessions* and *prejudices*, which it both creates and fosters, are hurtful to individuals and dangerous to the interests of true and thorough education.

As even a small object, directly before the eye, covers the entire field of vision, and keeps out of sight larger and more important objects at a distance, so a single subject, or a single round of favorite subjects, brought into immediate contact with the preceptive faculties, shuts out from their grasp every thing else.

And as an object held long and steadily before the natural eye often, in appearance, becomes distorted, and sometimes gigantic in its proportions, so a single subject, long and uninterruptedly contemplated by the mind, frequently assumes a magnified and unwarrantable importance. The mind, like the eye, is dazzled or fascinated and sees nothing except its accustomed theme. Real virtues, then, are wonderfully enlarged; neutral qualities are transformed into objects of profound admiration; positive defects entirely disappear.

The great world, outside and beyond the beaten tract of its usual, tread-mill circuit, is only dim and shadowy—a sort of unknown land not worth the labor of exploration. Every science or art, save the special object of pursuit must be falsely estimated or undervalued.

Feelings of undue favor or strong prejudice take possession of the mind. Its capacity to judge correctly either of the relative or positive value of different sciences or arts is very materially impaired or entirely destroyed.

A colored medium of vision paints the world with its own hue, and exhibits every thing in an unreal light.

Prejudice is a stained glass before the mental eye, throwing a strange tint and often a dark shade upon men and things, upon facts and theories, upon systems and institutions. The delusion is all the more dangerous because unsuspected by its abused and unfortunate victim. It is evident that a general acquaintance, at least, with all the important sciences and arts is absolutely necessary to give the *ability* and ensure the *disposition* to form reliable opinions or pronounce candid decisions. Elective methods are eminently adapted it may be, to train *advocates*, but certainly not *judges* in the courts of literature.

These are a few of the evils, and only a few, which seem to me inseparable from the system of which I have spoken, and which constitute, in my own view insuperable objections to its adoption.

Partial and elective courses may, at some times and under some circumstances, be necessary; and since necessity knows no law, they and their evils must be endured with all possible patience; but when necessity takes off its heavy hand and the iron band of unpropitious circumstances is broken, let the bowed tree stand upright, and the compressed branches spread freely.

That my position may not be misunderstood, allow me to say, in concluding, I believe most fully in the propriety and advantages of special and professional schools, both of the sciences and arts. But such institutions belong not where the present college or university stands, but above and beyond them, upon ground, in our country, yet mostly unoccupied. There all existing institutions would become their natural tributaries and supports. No feelings of rivalry or ill-will could be engendered. Every thing of value in our established systems would remain undisturbed, and a much needed and beautiful dome would be placed upon our still unfinished temple of education.

Such, I am persuaded, will be the final result of the present somewhat confused ideas and random movements in respect to this matter. Meanwhile, doubtless, experiments will be tried and changes made sufficient to prove anew that a positive certain good cannot advantageously in educational facilities, be exchanged for a possible but uncertain better.

NEVER TOO OLD TO LEARN.

The following well authenticated facts will illustrate the principle that men *are never too old to learn.*

Socrates, at an extreme old age, learned to play on musical instruments. This would look ridiculous for some of the rich old men in our city, especially if they should take it into their head to thrum a guitar under a lady's

window, which Socrates did not do, but only learned upon some instrument of his time, not a guitar, for the purpose of resting the wear and tear of old age.

Cato at eighty years of age, thought proper to learn the Greek language.—Many of our young men at thirty and forty, have forgotten even the alphabet of a language, the knowledge of which was necessary to enter college, and which was a daily exercise through college. A fine comment upon love of letters, truly!

Plutarch, when between seventy and eighty, commenced the study of Latin. Many of our young lawyers, not thirty years of age, think that *nisi prius fiera facias, &c.*, are English expressions; and if you tell them that a knowledge of Latin would make them appear a little more respectable in their profession, they would reply that they are *too old* to think of learning Latin.

Boccacio was thirty-five years of age when he commenced his studies in polite literature. Yet he becam one of the three great masters of the Tuscan dialect, Dante and Petrarch being the other two. There are many among us, ten years younger than Boccacio, who are dying of *ennui*, and regret that they were not educated to a taste for literature, but now they are *too old.*

Sir Henry Spelman neglected the sciences in his youth, but commenced the study of them when he was between fifty and and sixty years of age. After this time he became the most learned antiquarian and lawyer. Our young men begin to think of laying their seniors on the shelf, when they have reached sixty years of age. How different the present estimate put upon experience from that which characterized a certain period of the Grecian republic, when a man was not allowed to open his mouth in case of political meetings, who was under forty years!

Dr. Johnson applied himself to the Dutch but a few years before his death. Most of our merchants and lawyers of twenty-five, thirty, and forty years of age, are obliged to apply to a teacher to translate a business letter written in the French language, which might be learned in the tenth part of the time required for the study of the Dutch; and all because they are *too old to learn.*

Ludovico Monldesco, at the great age of one hundred and fifteen, wrote the memoirs of his own times; a singular exertion, noticed by Voltaire who was himself one of the most remarkable instances of the progress of the age in new studies.

Ogilby, the translator of Homer and Virgil, was unacquainted with Latin and Geek until he was past fifty.

Franklin did not fully commence his philosophical pursuits till he had reached his fiftieth year. How many among us of thirty, forty and fifty, who read nothing but newspapers, for the want of a taste for natural philosophy! But they are *too old to learn.*

Accorso, a great lawyer, being asked why he began the study of law so late, answered, that indeed he began it late, but that he should, therefore, master it sooner. This agrees with our theory, that healthy old age gives a man the power of accomplishing a difficult study in much less time than would be necessary to one half of his years.

Colbert the famous French Minister, at sixty years of age, returned to his Latin and law studies. How many of our college-learned men, have never looked into their classics since their graduation.

We could go on and cite thousands of examples of men who commenced a new study and struck out into an entirely new pursuit, either for a livelihood or

amusement, at an advanced age. But every one familiar with the biography of distinguished men, will recollect individual cases enough, to convince him that none but the sick and indolent will say, *I am too old to study.*— *Wisconsin Educational Journal.*

Parental.

From the Boston Transcript.

MANAGEMENT OF BOYS.

How greatly do parents and preceptors err in mistaking for mischief or wanton idleness, all the little manœuvers of young persons, which are frequently practical inquiries to confirm or refute doubts passing in their minds! When the aunt of James Watt reproved the boy for his idleness, and desired him to take a book, or employ himself to some purpose usefully, and not be taking off the lid of the kettle and putting it on again, and holding now a cup and now a silver spoon over the steam, how little was she aware that he was investigating a problem which was to lead to the greatest of human inventions.

It has been said that we are indebted for the important invention in the steam engine, termed hand gear, by which its valves or cocks are worked by the machine itself, to an 'idle' boy of the name of Humphery Potter, who, being employed to stop and open a valve, saw, that he could save himself the trouble of attending and watching it, by fixing a plug upon a part of the machine which came up to the place at the proper times, in consequence of the general movement. If this anecdote be true, what does it prove? That Humphrey Potter might be very idle, but that he was at the same time very ingenious. It was a contrivance not the result of mere accident, but of some observation and successful experiment.

The father of Eli Whitney, on his return from a journey which necessarily compelled him to absent himself from home for several days, enquired, as was his usual custom, into the occupations of his sons, during his absence. He received a good account of all of them except Eli, who, the housekeeper reluctantly confessed had been engaged in making a fiddle. 'Alas!' said the father with a sigh and ominous shake of the head, I fear that Eli will have some day to take his portion out in fiddles.' To have any thing to do about a fiddle, betokened, the father thought, a tendency to engage in mere trifles.— How little aware was the father, that this simple occupation, far from being altogether a mere fiddle was the dawning forth of an inventive genius to be ranked among the most effective and useful in respect to arts and manufactures.

It is related of Chantry, the celebrated sculptor, that when a boy, he was observed by a gentleman at Sheffield very attentively engaged in cutting a stick with a penknife. He asked the lad what he was doing, and with great simplicity, but courtesy, he replied, 'I am cutting old Foxs' head.' Fox was the schoolmaster of the village. On this the gentleman asked to see what he

had done, and pronounced it excellent, presented the youth with a sixpence.—How many would have at once characterized the occupation of the boy as a mischievous or idle one, losing sight for the time, of that lesson which every parent should know how to use.—'Never despise small beginnings.'

Of Edward Malbone, the painter, it is said, the "intervals of his school hours were filled by indefatigable industry in making experiments, and endeavoring to make discoveries." One of his greatest delights was found in blowing bubbles, for the pleasure of admiring the fine colors they displayed. Thus, it appears that even the soap bubbles amusement, idle as some think it to be, may not have a little to do toward leading the young aristic mind to discriminate nicely between delicatate shades of color.

RIGHT INTERPRETATION.—When I see a man holding faster his uprightness in proportion as it is assailed; fortifying his religious trust in proportion as Providence is obscure, hoping in the ultimate triumphs of virtue more surely in proportion to its present afflictions; cherishing philanthropy amidst the discouraging experience's of men's unkindness and unthankfulness; extending to others a sympathy which his own sufferings need, but cannot obtain; growing milder and gentler amidst what tends to exasperate and harden; and through inward principle, converting the very incitements to evil into the occasions of a victorious virtue, I see an explanation, and a noble explanation, of the present state. I see a good produced so transcendent in its nature as to justify all the evil and suffering under which it grows up.

I should think the formation of few such minds worth all the apparatus of the present world. I should say that this earth, with its continents and oceans, its seasons and harvests, and its successive generations, was a work worthy of God, even were it to accomplish no other end than the training and manifestation of the illustrious characters which are scattered through history. And when I consider how small a portion of human virtue is recorded by history, how superior in dignity as well as in number, are the unnoticed, unhonored saints and heroes of domestic and humble life, I see a light thrown over the present state which more than reconciles me to all its evils.—*Channing.*

HOW PARENTS MAY MANIFEST THEIR INTEREST IN THE EDUCATION OF THEIR CHILDREN.—This may be done in various ways, all of which will greatly encourage both teachers and scholars. Among these are the following:

1st. Afford them ample facilities for education. I do not mean that there should be a lavish expenditure of money for things not essential; but, if possible, let the schoolroom be commodious and inviting. Let it be tastefully ornamented with outline maps, instructive paintings and busts of men who have honored and blessed their race. Whenever the eye of the pupil shall wander from his book, let it rest upon some object that will convey a useful impression to his mind. Furnish him with all the text books needed as he advances in the paths of knowledge. A few shillings thus expended, though they may, in some cases, be the fruit of self-denial, yet they will contribute largely to the capital stock of the child when manhood shall grace his form, and introduce him into the business of life. Cents now substracted from these facilities, will amount to more than fortunes lost bye-and-bye.

2d. Visit the schoolroom. And as you enter, notice the joyous smile upon the countenance of your littlr son or daughter. And see, too, how the gladness runs from heart to heart, until the whole schoolroom seems more cheerful from your presence there. Observe closely, and you will notice many a sly glance from shining eyes directed towards you to learn if their owner is the object of your notice. How anxious the pupils are, that you should hear them answer the various questions proposed by their teachers. All seems animation now. It is as if an additional sun had suddenly taken its place in the heavens and given its cheerful beams to gild their path. Parent, whose eye is now tracing these lines, try the experiment. It will cost you but little.

3d. Aid your children in getting their lessons at home.

The day's work is done. Darkness has hung its curtains upon the sky, and all is quiet. A cheerful fire is blazing in the stove. The lamp is burning upon the stand. An hour may now be spent profitably both to yourselves and children. You need not do their work for them, but together walk in the paths of science. Your smile of approbation will nerve those young minds with double strength, and inspire them with greater zeal. Remember great men are made more at home than any where else. At home, too, noble women receive the germ whose unfolding appears in more maturer years. Let every home then become tributary to the school room, not simply because it has one representative or more there, but because each house is a fountain of knowledge, whose stream issuing forth and commingling with others, shall center at the schoolroom forming a current whose power shall move the entire company of youth on in their educational career to great advancement.—*Racine Teacher.*

Odd Dress for Schoolboys.—The sturdy conservatism of the English is manifest in nothing more than the dress of the boys in the charity schools which is now precisely what it was centuries ago.

A correspondent of the *London Times* puts the inquiry—"Is the costume of Edward VI. a fit dress for the school-boys of 1854?" He states that he asks the question at the request of a pupil of Christ's Hospital, the son of a friend, who had no objection to wearing a blue jacket and yellow trowsers, but wanted cloths that he could run about and jump in. The following is a description of the prescribed dress worn by the pupils: "They are clad in long heavy, blue woolen robe, under which is a long, heavy, yellow, woollen petticoat, yellow worsted stockings, shoes, and a flat woollen cap, about as large as a small pen wiper, which however, they never attempt to wear, going bearheaded under broiling sun and drenching showers.—*Exchange.*

"God of my Mother."—Rev. Charles Morgan, of East Troy, Wisconsin in giving an account of a religious revival at that place, says:—

An infidel of talent and respectability, under the power of truth, bowed upon his knees and cried in agony—

"God of my mother have mercy on me!"

His mother is a devoted Christian in the State of New York.

"God of my mother!" How much is revealed in that single exclamation—how conclusively it proves that this man had a mother whose faithfulness left its impression on his soul to deep to be obliterated by time or sin!

Professional.

LETTERS TO A YOUNG TEACHER—2d Series, No. 3.

Dear Teacher:

In the management of the organs of speech, next to the attainment of a clear and ready articulation, the ability to give with ease and precision the different inflections is of chief importance. These inflections, usually distinguished into the rising, the falling and the circumflex, may be made familiar to the ear and the organs of speech by an hour or two of attentive practice of the examples given in the reading books, but a more extended study will be necessary to obtain a complete command of the nicer gradations and combinations of the accents. And observe here as elsewhere that it is not merely the correct idea of the inflections which you need, but organs trained to skillful use, and habits of correct practice.

Emphasis and modulation will next require your attention, and they offer a wide field for various and interesting study and practice. To one who has never studied the subject it is a matter of great surprise to learn how much can be said merely by varying tones, and how much of the thought in ordinary conversation is communicated by the peculiar play of the voice upon the emphatic words. So intelligible is the language of emphasis that the blunders and mistakes made by the ignorant, from their limited knowledge of words, offer but little obstacle to their being understood, and instances are not wanting of those whose words, if written down, often make the sheerest nonsense, but illustrated and enforced by a skillful use of emphasis they become not only intelligible but even eloquent and impressive. The malicious tale-bearer often quotes the very words of his victim, but changes their whole meaning by a slight change of tones, and whoever has listened to any of the great masters of eloquence cannot but have observed with what a world of meaning they often load the commonest words. Like the witching word with which the ancient wizzard summoned the attendance of the potent spirits, the familiar house-hold phrase rolling from their tongues, calls around their hearers marshalled hosts of grand and living thoughts, and sends the tide of feeling rolling through the very centre of the soul.

In the study of emphasis, avoid, on the one hand, a lifeless monotone; and, on the other, avoid with equal care the too frequent use of emphatic words. To emphasise every word is really to emphasise none. Inexperienced and

earnest readers are prone to this error, from the desire to read impressively, and an inability to detect at once the really emphatic words. A most useful, and not uninteresting exercise, is to pronounce some familiar passage of poetry or prose in several ways—marking carefully the effect of placing the emphasis upon different words. Next take Grey's Elegy, or some similar piece, and study thoroughly every sentence, pronouncing it again and again, till the right emphasis is discovered and marked; then, when the whole piece has thus been studied sentence by sentence, read the whole in connection. A few hours devoted to these exercises will cultivate a taste which will seize almost instinctively upon the right and impressive utterance of whatever sentence meets the eye.

The same plan may be pursued in the study of those modulations by which the various passions express themselves. But here again I must refer you to some more extended treatise on Rhetoric.

I have urged, with somewhat of prolixity, this business of learning to read well, both because of its real importance in the school-room and because of its reactive influence upon the whole process of mental self-culture. The study which will enable you to give, with eloquent and impressive intonation, an author's language, is the very study which will fit you to grasp with the most thorough comprehension, and analyze his thought. He who can read pleasantly for others can read profitably for himself. Indeed, the highest style of reading betokens and requires a refined and elegant literary taste.

In the business of teaching, to read well is one of the most important and useful qualifications. The really excellent reader will rarely fail as a teacher. Seek, then, with all diligence, the mastery of this high and beautiful art, and persevere in the effort till your organs can render to language that wondrous vehicle of thought, an utterance as graceful and glowing as the spirit which breathes in its own thought-laden forms.

SENIOR.

For the Journal of Education.

THE TEACHER'S VOCATION.

How oft reiterated, yet how seldom realized and appreciated in its full extent is the truth "that the teacher's vocation is a noble and responsible one." Although we mentally give assent to the statement, we seldom realize the truth contained therein.

Time was, when among the masses the idea of nobility was not associated with the teacher's profession, but as the cloud of ignorance and superstition is dispelled by the light of truth, it is seen taking its rank as it should, at the head of the professions.

Empty titles and false ideas of greatness are fast yielding to the truth of the maxim "There is no true nobility without labor."

Other professions there are, well worthy to be considered high and ennobling in their nature, but none more so than that of teacher.

The physician as he skillfully checks the ravages of disease and restores to health and usefulness one on whom the hopes of a family, a community or a nation rest, may truly consider his position one of responsibility; the lawyer who by the exercise of his mental powers causes a triumph of right, over injustice and wrong, may well feel that his is a post of honor. But the labor of the humble teacher is to affect, not the physical only, but the moral and intellectual well being, not of an isolated few, but of the great mass of mankind.

Then how should we who are just entering upon the duties of this profession, we who are young in years and still younger in experience tremble and almost shrink from the task as we take the plastic mind of childhood in our rude grasp and stamp thereon, from the crude images of our own thoughts, characters indellible throughout the ages of eternity.

As the young teacher enters the schoolroom for the first time in this new capacity, as all eyes meet his and he reads in their beamings unmistakable evidence of the existence of talent in embryo; as he sees the germs of knowledge just budding in their young minds, and reflects that he is for a term of time to control almost exclusively the stream of thought which is wearing its channels in their young minds; that it is his duty not only to encourage and guide them up the rugged steep of science, but also to become suddenly acquainted almost as by intuition, with their different natures, so as to be able to stimulate the dull, check the froward and make all by example as well as precept, better as well as wiser—when a sense of this fills his mind, will he not realise the responsibility of his vocation? And ought he not ere he assumes it, to look to the Great Teacher, the Master of whom he should have learned (if he has not,) for Divine guidance to enable him faithfully to discharge those duties, the full import of whose weight eternity alone can reveal? Yet how many we see entering the schoolroom who have never pondered this subject, have never had the remotest idea that teaching a district school implied anything more than spending a certain number of hours each day in accordance with certain prescribed rules, following tenaciously in the footsteps of their illustrious predcessor so graphically portrayed by Goldsmith. We would not be understood as saying that this is true in a majority of the schools of our State, but this race of teachers is far from being extinct. But there is one important point which I fear we are, many of us, prone to neglect, viz: the cultivation of morals. And while we strive with untiring assiduity to develop in the minds of our charge the elements of thought, shall we not also give direction to that thought? Would it be properly performing the high duty devolving upon us to turn our whole attention to obtaining an increase of power without giving a thought as to how that power would be employed? Shall we raise the steam in the mental engine without a careful supervision of the moral machinery? What have we, after the most perfect mental culture, if the moral has been neglected? Only a more finished instrument for the commission of evil. One who wields the power and influence of an educated mind, but wields it in the wrong direction.

How then shall we as teachers best perform the high duty of establishing in the young mind a moral compass which shall always point to the path of

virtue? Not by elaborate argument, not by labored disquisitions on morality, but by improving the thousand little opportunities which almost daily occur of leading the young mind from the beauties of science up to the Author of all science. Take, for example, the study of physiology: how easy for the teacher as he points out the beautiful adaptation of parts to each other, at the same time (and almost without seeming to diverge from the subject) to show that from these evidences of design there must have been a Designer. Thus while he instructs the mind and calls out its thought he may direct that thought Heavenward. The human eye with all its beautiful construction of lenses and humors, its perfect adaptation of structure to the office which it is to perform, may be so presented as intentionally to lead the class to realize the boundless wisdom and goodness of the Creator. But the grand auxiliary to the performance of this part of the teacher's duty is to be found in the teachings of the Bible. Although we cannot agree with those who would make it fill the place of our text-books in reading, still it should be a book of daily reference. We are aware that this is disputed ground, but we would ask, shall a book which contains the purest code of morals, the noblest specimens of literature, the loftiest streams of poetry, and which beside all this, contains man's only hope of future happiness, shall such a book be banished from our schools, and the purity of its teachings be ignored? Rather let us as teachers strive to elevate the moral standard of purity, remember that we teach for eternity.

Lima, Wash. Co., Michigan. H. J.

HINTS, SUGGESTIONS AND QUESTIONS TO TEACHERS.

Reading and spelling are, of course, among the most important things to be taught; and good reading and spelling can readily be appreciated by almost all. Hence, parents who find their children interested in these branches, and constantly improving in them, will think that they are doing well, and that their teacher is a good one. Let these important branches receive a full share of attention.

To awaken interest in spelling, let each scholar, commencing at the foot of the class, pronounce a word, selected from the lesson, to the one at the head; and if it is missed by any, let the one who spells it "go up." Do this for a few times before beginning to pronounce the lesson yourself, and you will soon find that all the *hard* words will be pretty sure to be spelled correctly. Then you can allow them to select from a reading book, proper names, the names of the months, or other classes of words.

To improve the voices of scholars, one of the best plans is to have them repeat in concert, after you, short, spirited passages of prose or poetry, on different pitches, rapidly or slowly, loudly or softly, as you may direct.

To prepare young scholars to declaim or rehearse without embarrassment, let them step forward, bow to the class and *count* from one to twenty, or fifty—repeat a line of the multiplication table—one of the tables in compound numbers, or even the names of the days of the week, the seasons, the months of the year, or any lesson which they have thoroughly committed. They will soon take delight in the practice.

During warm weather, the regular exercises should be somewhat frequently varied by singing or concert exercises, oral instructions, etc.

In giving oral instructions, the teacher shonld endeavor to come down nearly to the level of the pupil's mind, but not so near that he can understand all that is said without any effort. If some scholar does not understand, and asks for explanations, give any one who does comprehend, an opportunity to explain it; never answer such questions till you have given the scholars the privilege of doing so.

The teacher should endeavor *to be* what he would have his scholars *become*: and should remember that the surest way to make them what they *should* be, is to treat them as though they intended to be just what they they should.

One of the best ways to prevent falsehood is suggested in the foregoing: a skillful Teacher will easily show a boy, who has lied, that he is in trouble.—The pupils of Dr. Arnold, the great English teacher, were very soon broken of the habit of lying. They used to say to each other, "It is mean to lie to Dr. *Arnold*, for he always believes a fellow."—*Ohio Journal of Education.*

[We publish with pleasure the following temperate article, and without wishing to foment a controversy, will cherfully give place to any reply from the author of the 'extract,' now inserted as an advertisement. The question is one of public interest and will. we trust, engage the candid consideration of our fellow teachers. Another report on the subject is expected at our semi-annual meeting in December next, and it is desirable that the members of the Association shall be prepared for intelligent and decided action in reference to supplying the public schools of the State with some one dictionary at least:—*Ed. Journal.*]

For the Journal of Education.

WEBSTER'S DICTIONARIES.

Mr. Editor,

Dear Sir,—The extract in your last number from the annual report of the Executive Committee of the State Teachers' Association, on Webster's dictionaries, contains some opinions which have an important bearing on the educational interests of our State, and which ought, therefore, to be fairly and thoroughly canvassed.

Few of your readers can be ignorant of the fact that a violent controversy has been for some time going on in a particular section of our country between Webster and Worcester; or rather between the publishers of their respective dictionaries. It has also been supposed by many persons that the Faculty of Yale College were committed to one side in the controversy, and the Faculty of Cambridge University to the other. To us, who dwell so remote from the scene of the battle, it cannot be a matter of much personal interest which party comes off victorious; at least, so far as relates merely to those parties themselves. In this matter, we have neither pecuniary interest, nor literary reputation at stake. We are, therefore, in a favorable position for examining the merits of the question with candor.

But to return to the topic with which I commenced,—the opinions expressed in the report of the Executive Committee. Will you allow me, Sir, to speak with some frankness and freedom. My attention was first arrested, and some scruples were excited by this expression.—"But in the choice of Dic-

tionaries, since we must choose, and two or more are worse than one*, we should certainly choose the best." In corroboration of the statement that "two or more are worse than none," I am aware that one could dwell at length and with much apparent force on the confusion and uncertainty which might be created by having different standards of authography in the same school. My own experience however would lead me to a different conclusion, especially in fixing the usage and signification of words, I have often found it of the greatest service to consult different authorities. Every classical scholar is in the habit of consulting several lexicons; nor would he be satisfied with one alone, although that one might chance to be actually the best. Now the process of learning the meaning and usage of new words must be the same, whether they are English or foreign. But further than this: even in determining the orthography or especially the pronunciation of a doubtful word, I have always preferred to consult more than one standard authority. There is no part of either of Webster's dictionaries which I have for more than twenty years so frequently used as the synopsis of words differently pronounced. I have always wished first of all to ascertain the prevailing usage; and if the usage were about equally divided, I have sought the guidance of analogy. The same habits which I have formed in myself, I would seek to form in my pupils; always leaving them a certain freedom of choice in doubtful cases. Such a principle has long been recognized, so that it has passed into a proverb quite familiar to the school-boy,—"where the doctors disagree the pupils are free." So far as I can judge, this is the only safe position for any teacher to assume; nor does the multiplication of doctors, though some persons have been alarmed at their increase in these latter days, create any real difficulty. At least both Webster and Worcester may both be used by the same teacher, not only without any embarrassment, but with positive advantage, as many excellent teachers in various parts of our country can testify. I cannot, therefore, agree with the opinion that two English dictionaries are worse than none.

Again, it is said, "In our opinion Webster's dictionary is decidedly the best. The changes introduced or recognized by him are philosophical, and nothing but the obstinacy of a few publishers prevents their becoming, in America at least, universal." The latter part of this statement is exceedingly sweeping, and is questionable as a matter of fact. In so far as it relates to publishers, the reference must of course be to Webster's orthography. Now so far as my observation has extended, the great majority of publishers in this country, and nearly all of the publishers in Europe, have been opposed to the adoption of the Websterian orthography. It is worthy of notice that Messrs. G. & C. Merriam themselves have not followed Webster in all of their published works. But the chief opposition to Webster's orthography has by no means proceeded from publishers. Washington Irving, in reply to a letter of enquiry addressed to him by the chairman of committee on literature in New York Legislature of 1851, wrote as follows:—

"SUNNYSIDE, June 25, 1851.

"*Dear Sir*,—Several months since, I received from Messrs. G. & C. Merriam a copy of their quarto edition of Webster's dictionary. In acknowledging the receipt of it, I expressly informed them that I did not make it my

*I suppose the committee must have written *none* instead of *one;* for as the language now stands it implies that *one* is bad, and that two or more are worse.

standard of orthography, and gave them my reasons for not doing so, and for considering it an unsafe standard for American writers to adopt. At the same time I observed the work had so much merit in many respects that *I made it quite a vade mecum.*

"They had the disingenuousness to extract merely the part of my opinion which I have underlined, and to insert it among their puffs and advertisements, as if I had given a general and unqualified approbation of the work. I have hitherto suffered this bookseller's trick to pass unnoticed; but your letter obliges me to point it out and to express my decided opinion that Webster's dictionary is not a work to be introduced 'by authority' into our schools as a standard of orthography.

"I am, Sir, with great respect,

"Your obedient servant,

"WASHINGTON IRVING."

"To HON. JAMES W. BEEKMAN, Chairman of the Senate Com. of Literature."

This is high authority; and the opinion expressed is quite unequivocal. Nor is Washington Irving the only man of literary distinction in America who entertains such opinions. There are also in addition to those who are publicly known as literary men, not a few teachers and other persons in various ways devoted to education throughout our country who are opposed to the adoption of Webster's system of orthography and pronunciation. My own personal acquaintance enables me to testify to this fact; and though it may seem to many persons a cause of deep regret, it is nevertheless an indisputable fact. Such being the case, I was sorry to see the statement, proceeding from so high an thority, that nothing except the obstinacy of *a few publishers* prevents the changes introduced by Webster from becoming in America, at least, universal.

It is not my object to enlarge upon the injustice which might unintentionally be done by statements like the foregoing to Dr. Worcester and his publishers. Nor do my limits allow me to enter at present upon any comparison of the two works in question. I will only add in one word, that while the merit of Dr. Webster's dictionaries in respect to etymology and the definition of words has never so far as my knowledge extends been questioned, there are not a few scholars of the highest eminence on both sides of the Atlantic who prefer Worcester's orthography and pronunciation. In speaking thus particularly of these two features in Worcester's dictionary, I do not mean to imply any deficiency in any other part of the work. My own conviction is that it will be found on examination, in all its parts, both convenient for use, and reliable as a guide; not less so than any dictionary which has even been published in the English language. For my own part while I would say it with much and unfeigned deference for the opinions of the Executive Committee, I confess that as a book for common use I have a slight preference for Worcester's dictionary, although I would by no means be without either of the works in question.

I trust, Sir, it will not be imagined that I dissent willingly from the opinions of the Committee, I have written the above from the conviction not only that justice to Dr. Worcester, but also that our own educational interests require a more full consideration of the subject.

Truly Yours,

J. R. B.

APPORTIONMENT OF SCHOOL MONEYS.—The whole number of scholars returned to the Office of Public Instruction, upon which the present apportionment of the interest of the Primary School Fund is based, is 173,421.

The amount of money apportioned is $83,242 08, being *fifty-eight* cents per scholar. The apportionment to the Counties is as follows:

County:	No. Scholars:	Amount:	County:	No. Scholars:	Amount:
Allegan,	2,523	$1,211 04	Livingston,	5,504	2,641 92
Barry,	2,875	1.380 00	Mackinac,	439	210 72
Berrien,	4,859	2,332 32	Macomb,	6,686	3,209 28
Branch,	5,567	2,672 16	Manistee,	61	29 28
Calhoun,	7,223	3,467 04	Marquette,	91	43 68
Cass,	4,148	1,991 04	Monroe,	6,724	3,227 52
Chippewa,	523	251 04	Montcalm,	615	295 20
Clinton,	2,836	1,361 28	Newago,	242	116 16
Eaton,	3,937	1,889 76	Oakland,	12,087	5,801 76
Emmet,	1,942	932 16	Ontonagon,	136	65 28
Genesee,	5,800	2,784 00	Ottawa,	1.729	829 92
Grand Traverse,	238	114 24	Saginaw,	1,684	808 32
Hillsdale,	7,270	3,489 60	Sanilac,	947	454 56
Ingham,	4,153	1,993 44	Shiwassee,	2,814	1,350 72
Ionia,	3,692	1,772 16	St. Clair,	4,694	2,253 12
Jackson,	7,802	3,744 96	St. Joseph,	5,573	2,675 04
Kalamazoo,	5,691	2,731 68	Tuscola,	395	189 60
Kent,	5,889	2,826 72	Van Buren,	2,669	1,281 12
Lapeer,	3,218	1,544 64	Washtenaw,	10,218	4,904 64
Lenawee,	11,002	5,280 96	Wayne,	18,925	9,084 00
TOTALS.				173,421	$83,242 08

Official.

ANNUAL REPORT OF DIRECTORS AND SCHOOL INSPECTORS.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
Lansing, June 20th, 1855.

THE Blanks for the Annual Reports of Directors and School Inspectors for the current school year, have been prepared, and will be sent out to the County Clerks of the State in the early part of July. Those for Directors' Reports will be sent in numbers sufficient to furnish each Director of a School District with *two* Blanks, on one of which he should make his report to the School Inspectors, and on the other he should prepare a *duplicate* report, and keep the same on file with the papers of his office. Blanks for the use of School Inspectors will be sent to County Clerks in numbers sufficient to furnish three to every Board of School Inspectors. This will enable the Township Clerk to place a copy of the Inspectors' report on file in his own office, and to comply with the requirements of law in sending *duplicate* reports to the County Clerk, (one of which is to be filed in the County Clerk's office, and the other to be forwarded by the County Clerk to this office.)

These Blanks have been prepared with great care, and will be sent out at an early day, so as to obviate any necessity, (which has sometimes been plead,) for omitting to make reports until some months after the time within which they are required by law to be made. [The Reports of School Inspectors for *entire counties*, which should have been made by the 15th of October last, at farthest, did not reach this office until in January following, when the annual report from this Department was past due.]

The statutes designate the time within which Directors should make their annual report to the School Inspectors, viz:—Within the ten days next preceding the last Monday of September. The statutes also make it the duty of the School Inspectors to make their report to the County Clerk between the 1st and 15th days of October.

On or before the 1st of November the County Clerk should send a copy of the annual report from the Inspectors of each and all of the townships of his county from which the same have been received, to this office. It is the duty of each officer to make his report within the time specified in the statutes, and then he is free from all liability. But if any officer fails in this respect, he is liable to his district, township or county, for the full amount of loss that may be sustained by them in consequence of such neglect.

Full instruction as to the time and manner of making these Reports accompany the Blanks in all cases.

It is earnestly desired, and confidently hoped, that all school officers will promptly and energetically aid, to the utmost of their ability, in carrying out the requirements of the statutes, so as secure to every township and school district in the State, the beneficent provisions of our excellent School system.

IRA MAYHEW,
Superintendent of Public Instruction.

Youths' Department.

THE BOBOLINK.

WE give the sketch of this bird from Wolfert's Roost, by Washington Irving:

Of all the birds of our groves and meadows, the Bobolink was the envy of my boyhood. He crossed my path in the sweetest weather, and the sweetest season of the year, when all nature called to the fields, and the rural feeling throbbed in every bosom; but when I, luckless urchin! was doomed to be mewed up, during the livelong day, in that purgatory of boyhood, a school room, it seemed as if the little varlet mocked at me, as he flew by in full song, and sought to taunt me with his happier lot. Oh how I envied him! No lessons, no task, no hateful school; nothing but holiday, frolic, green fields and fine weather. Had I been more versed in poetry, I might have addressed him in the words of Logan to the cuckle:

Sweet bird thy bower is ever green,
Thy sky is ever clear;
Thou has no sorrow in thy note,
No Winter in thy year.

Oh! could I fly I'd fly with thee;
We'd make, on joyful wing,
Our annual visit round the globe,
Companions of the Spring!

Further observation and experience have given me a different idea of this little feathered voluptuary, which I will venture to impart, for the benefit of my schoolboy readers, who may regard him with the same unqualified envy and admiration in which I once indulged. I have shown him only as I saw him at first, what I may call the poetical part of his career, when he in a manner devoted himself to elegant pursuits and enjoyment and was a bird of music, and song, and taste, and sensibility, and refinement. While this lasted, he was sacred from injury; the very schoolboy would not fling a stone at him, and the merest rustic would pause to listen to his strains. But mark the difference. As the year advances, as the clover blossoms dissappear, and the

Spring fades into Summer, he gradually gives up his elegant tastes and habits; doffs his poetical suit of black, assumes a russet dusty garb, and sinks to the gross enjoyments of common vulgar birds. His notes no longer vibrate on the ear; he is stuffing himself with the seeds of the tall weeds on which he so lately swung and chanted so melodiously. He has become a "*bon vivant*," a "gourmand;" with whom now there is nothing like "the joys of the table." In a little while he grows tired, of plain homely fare, and is off on a gastronomical tour in quest of foreign luxuries.

We next hear of him with myriads of his kind banqueting among the reeds of the Delaware; and grown corpulent with good feeding. He has changed his name in travelling. Boblincon no more—he is the *Red-bird* now, the much sought for tit-bit of Pennsylvania epicures; the rival in unlucky fame of the Ortolan! Wherever he goes, pop! pop! pop! every rusty firelock is blazing away. He sees his companions falling by thousands around him.

Does he take warning and reform? Alas not he! Incorrigible epicure! again he wings his flight. The rice swamps of the South again invite him.—He gorges himself among them almost to bursting; he can hardly fly for corpulency. He has once more changed his name, and is now the famous *Rice-bird* of the Carolinas.

Last stage of his career; behold him spitted with dozens of his corpulent companions, and served up, a vaunted dish, on the table of some Southern gastronome.

Such is the story of the bobolink; once spiritual, musical, admired, the joy of the meadows, and the favorite bird of spring; finally a gross little sensualist who expiates his sensuality in the larder. His story contains a moral, worthy the attention of all little boys; warning them to keep to those refined and intellectual pursuits, which raised him to so high a pitch of popularity during the early part of his career; but to eschew all tendency to that gross and dissipated indulgence, which brought this mistaken little bird to an untimely end."

A Good Recommendation.—"Please sir, don't you want a cabin boy?"

"I *do* want a cabin boy, my lad, but what's that to you? A little chap like you ain't fit for the berth."

"Oh, sir, I'm real strong. I can do a great deal of work, if I ain't so very old."

"But what are you here for? You don't look like a city boy. Run away from home, hey?"

Oh no indeed, sir; my father died, and my mother is very poor, and I want to do something to help her. She let me come."

"Well, sonny, where are your letters of recommendation? Can't take any boy without those."

Here was a damper. Willie had never thought of its being necessary to have letters from his minister, or his teachers, or from some proper person, to prove to strangers that he was an honest and good boy. Now what *should* he do. He stood in deep thought, the captain meanwhile curiously watching the workings of his expressive face. At length he put his hand into his bosom, and drew out his little Bible, and without one word put it into the captain's hand. The captain opened it to the blank page and read:

"Willie Graham, presented as a reward for regular and punctual attendance at Sabbath School, and for his blameless conduct there and elsewhere. From his Sunday School Teacher."

Capt. McLeod was not a pious man, but he could not consider the case before him with a heart unmoved. The little fatherless child, standing humbly before him, referring him to the testimony of his Sunday School teacher, as it was given in his little Bible, touched a tender spot in the heart of the noble seaman, and, clapping Willie heartily on the shoulder, he said: "You are the boy for me; you shall sail with me; and if you are as good a lad as I think you are, your pockets shan't be empty, when you go back to your mother."—*National Intelligencer.*

TRY AGAIN THERE IS NO REMAINDER.—We find this instructive story in the Lady's Christian Annual:

When we were a lad, just after we had commenced the puzzling study of arithmetic, we one day had occasion to seek the teacher's aid in solving a question. It was in Division, and, cipher as we would, we could not get an "answer without a remainder." After "trying" two long hours, we took our slate marched up to the desk, and handed it to the teacher. He looked at our work, said not a word, wrote something on the slate and handed it back to us. Vexed and out of patience with his cool indifference, we returned to our seat, and after indulging in some very rebellious thoughts against him, we read the writing. It was, "*Try again, there is no remainder.*" The silent but expressive sentence gave us more assurance than if he had spoken it a dozen times. It inspired us with confidence. We did try again, and again, and after repeated exertions we succeed in obtaining a correct result without a "remainder." We felt proud of that boyish triumph, and when we again laid our slate before the master, we were amply rewarded with an approving smile and encouraging words.

These six words were stamped indelibly upon our memory, and ever afterwards, when apparent difficulty stared us in the face in our undertaking, they returned to us. Right there before us, with our mind's eye, we can see them on the slate—every word, every letter, distinctly, and we take fresh courage, and "try again." Those words were the talisman to all we have ever accomplished. They are not cherished because of their authorship. The crabbed little school master that wrote them was the least beloved by us of all our useful instructors, and yet he wrote six words that are engraved upon our heart.

OF GOOD LEARNING.—The following is a copy of a notice recently posted up in the Detroit post office:

Won who want a clerk call at art & troustine 185.

he is a young man and has got a good comindation, and of good learning. he will atind for small wages so as to get a place. who may hire this young man he wont be sory for geting him.

"You had better ask for manners, than money," said a finely dressed gentleman to a very poor beggar boy who had asked for alms.

"I asked for what I thought you had most of," was the boy's reply.

UNCLE JOHN'S LETTERS.—No. 5.

My Dear Boys and Girls:

Do you know that you all have an enemy,—a crafty and cruel enemy, and one who is seeking every day to make you wretched? He has always been the enemy of the young, has ruined thousands of boys and girls, and will, if possible, make you poor and ignorant and unhappy forever. Do you ask his name? It is Indolence; we often call him Laziness. He is a sleepy looking fellow, and children do not suspect him of mischief, and it is hard, therefore, to make them fear him; but he hangs like a great piece of lead upon their little arms, hearts and minds, till they become unable to work, study or think.

He often disguises himself so that you may not know that it is he. Little folks, when asked by their mothers to play with the baby, or run on an errand, often reply, "I am *tired*." They do not know that old Indolence has his heavy hands around them. They fancy themselves *tired* when they are suffering only from Laziness, and thus their enemy causes them to grieve their mothers, and robs them of the happiness which always follows from a duty nobly and cheerfully done.

So in school, children often complain of the "hard lessons" with which they are burdened, not mistrusting that it is sleepy old Indolence who is clinging like a clog to their minds. Poor boys! they fret at their beautiful books and kind and faithful teacher, and do not know that all the trouble comes from their old enemy who is tugging, might and main, to prevent their becoming wise and honored and happy men. Sometimes they carry home complaints against their teachers when they ought to complain of Indolence. I have known boys so much under the influence of their cruel foe, as to tell a lie and pretend to be sick rather than go to school, and finally to leave school forever just because Indolence told them it was too hard work for them to get an education. Oh! how many bright intellects has Indolence buried in the mire of ignorance, and how many promising and talented little boys and girls has he turned into miserable, ignorant men and women!

To conquer this enemy, you must first know he is really your enemy. His promises are all falsehoods. He promises you ease, and tells you it is pleasanter to be idle than to work or study. But ease is not pleasure, and idleness (remember it boys) is always connected with unhappiness. Rest is only pleasant after labor. The boy who lies a-bed till noon, gets up feeling cross and unhappy for the rest of the day; while he who was up before the sun is full of joy and energy. The happiest school term you ever enjoyed was the one dur-

ing which you worked hardest and learned most. Indolence can never make you happy. If everybody yielded to him the world would be full of misery.

You must get rid of this enemy or you will never be wise, or good, or great. If Indolence can only keep his arms around you, you will soon become weak and unable to work—as well as unwilling. What is easy to-day will become hard to-morrow, till finally all effort will become painful and distressing.

All the noble and great men have been hard workers. Full of energy and hope, they have shaken off the grasp of old lazy Indolence, and with a hearty and tireless activity done whatever they have found to do. And you too, my little reader, may be good and great, if you can keep out of the hands of this strong enemy. You may fill your soul with glorious and beautiful thoughts, and make the world love you for the good you shall do, and when your happy life shall end on earth, if you are also a christian worker, God will welcome you to His own bright resting place saying "well done, good and faithful servant."

Up, then, Boys and Girls, and shake off old Indolence. Run, spring, shout, study, work, wake up every finger and every feeling, till your enemy gives up the contest forever.

UNCLE JOHN.

PROBLEMS.

1st. A right-angled triangular piece of land contains $\frac{3}{4}$ of an acre and the hyphtheneus two rods longer than the base. What are the lengths of the lines?

2d. In what time will a cannon ball revolve around the earth, near the surface, at the equator, if the centrifugal force just equals the centripetal force?

3d. If the ball start 16 feet above the surface of the earth, in what time will it revolve if it had veolocity enough to carry it arround to the earth just under the point where it started?

No allowance made for resistance of air.

ANSWERS TO PROBLEMS IN JUNE JOURNAL.

WM. G. ST. JOHN sends the following answers to problems:

1st. A. should receive $1\frac{1}{2}$ d.; B. $10\frac{1}{2}$ d.;

4th. The first man had 8 rows; the second 16 rows.

5th. Old man 5 rows; young man 10; and boy 15.

WILLIAM'S answer to No. 3 is not correct. Try again on that, and also the 2nd.

"PRAY SIR," said a judge angrily, to a blunt old Quaker, from whom no answer could be obtained, "do you know what we sit here for?" "Yes verily, I do," said the quaker, "three of you for four dollars each a day, and the fat one in the middle for four thousand a year."

Editor's Table.

We have reached the middle of a "melancholy year" in the world's annals. The terrible war-clouds which rise from the field where the three chief nations of Europe are met in awful conflict, are shedding their gloom over the entire globe, till it is questionable whether there is a single member of the human family who has not been afflicted in some of his interests by their shadow. The cannons at Sevastopol shake the world with their discharges. In America the effects of the war have come up into our kneading troughs, and men sit after the prospects of the incoming crops with bated breath, as though famine were already at our doors. A crop such as there remains now but little hope of reaping, alone could save us a repetition of the scenes of suffering and starvation which filled our great cites last winter.

We confess to a feeling of surprise at seeing so large a number of American papers taking the side of Russia in this war. Utterly repugnant as are our feelings towards all war, and heartily as every christian man ought to condemn the present bloody contest, we can never sympathise with the barbarian who crushed poor Poland and liberty-loving Hungary, and who is, in our estimation, the cruelest despot on the earth. The American people at large are misrepresented by those presses which lend their influences to the oppressor of Kossuth's people and Kosciusko's land—the sternest foe to republican liberty that the world has ever known. Indeed, America can never sympathise fully with any nation as with old England. Possessing a common language and literature, and governed by the same fundamental social ideas, even when we quarrel with them we love the English people better than we can love any other nation, and all the speculations of diplomatists are lost in the felt supremacy of the affinities of the race.

——The season of College commencements has come again. Seniors, laden with an oppresive weight of dignities, are saying their eloquent farewells to their younger brethern, and coming down to honor and bless our work-day world with their presence, and, when the varnish wears of, to do us the true service we will hope which the educated man owes his generation.

Amongst the Michigan Colleges, the Kalamazoo College has opened the feast and served up the first course. Their commencement occured the 20th ult. Inaugural addresses were delivered on the 19th by the President, Rev. J. A. B. Stone, D.D., and by Prof. S. Graves. Those of the other members of the faculty were deferred till another year. Our friend of the "Lang Syne," Rev. J. A. Smith, of Chicago, delivered a fitting and beautiful address before the Literary Societies, and Rev. J. C. Burroughs, of Chicago, addressed the missionary society of Inquiry. Five young gentleman received the baccalaureate, and three graduated from the Theological Seminary. Kalamazoo has a noble and energetic body of Professors, and will hold no mean place in the sisterhood of Michgan schools. The Kalamazoo Female Seminary, long known as a flourishing and excellent school is to be enlarged and endowed as a Female College.

We go to press too early to give any account this month of the commencements at the University or other Collegiate Institutions.

—— A traveling correspondent sends us the following account of the Toledo Public Schools:—I had the pleasure, a short time since, of visiting the the Public Schools of Toledo, through the courtesy of Rev'd A. SMYTH. the able and indefatigable Superintendent, and was no little surprised, as well as pleased, at finding so much of advancement, efficiency, and success, characterizing them all.

Large and commodious school buildings are situated in every ward constituting the primary and intermediate departments; and in a very convenient location, near the center of the city, is located the grammar and high school departments, in one of the finest school edifices in the whole west. The building is of the modern style of architecture, and cost over $40,000. It is furnished from the Boston school-furnishing establishment, and everything is arranged in the best possible manner. In the basement lives the janitor, who keeps everything in and about it as neat and orderly as is the Normal School at Ypsilanti—and that every one in Michigan knows to be the perfection of order and neatness

In the first story is the grammar school department, under the charge of Mr. A. B. WEST, a thorough and practical teacher. In the second story is the high school department, consisting of one large room and several recitation rooms, under the charge of Professor W. FOSTER, and Miss EASTMAN, Preceptress, both exceedingly enthusiastic in their calling. On this floor is also the Superintendent's Office, a beautiful room, capable of holding about a thousand or fifteen hundred pupils—altogether it is a noble building. The public schools, under the careful management of the present popular Superintendent, who is engaged, heart, hand, and soul in the cause, have been gradually brought from "*the rough*" to the position of the best regulated and advanced schools in the whole country. But a few years ago the public school property of Toledo did not exceed two thousand dollars, and the schools were miserably taught, miserably attended, and in miserable buildings: now it amounts to over $90,000; every school-room more than comfortable, and the whole system moving on with harmony and success. For this improvement too much honor cannot be awarded to the good management and devotion of the Superintendent and the hearty co-operation of the Board of Education. Toledo may well be proud of her public schools, which, equally with her harbors, canals and railroads, advance the true interests of the city. B.

—— To all who have business to transact at our State capital we commend the advertisement of D. W. C. LEACH, Esq., the State Librarian. We have had some experience of Mr. LEACH's promptitude and accuracy and feel it due him to bear this testimony to his earnestness and integrity.

—— Masters H. M. WARREN and FRED. SPEED, quondam pupils of our's are about to issue, in this city, a boy's paper, to be called the Messenger, at twenty-five cents for six months.

—— We commend, to all whom it may concern, Mr. PIQUETTA's advertisement of Gold Pens. We have done all our writing for the last year and a-half with a pen of Mr. P's manufacture, and it is as good as when we wrote our first editorial with it. A more excellent and durable pen than he makes it has never been our lot to use

—— THOSE BILLS.—We send out again this month, to a few delinquent subscribers, their bills, hoping they will at once settle them. Friends, we need *now* every cent that is due us. Will you not, while the matter is fresh in mind, just mail us the money?

—— We cheerfully comply with a request to call the attention of students, professional men, and others who are purchasing libraries, to the volumes of the Home Cyclopedia, a Library of Reference, published by A. S. Barnes & Co. These volumes, eight in number, are beautifully printed and bound, and claim as editors or authors some of the best names known to modern literature. They possess a solid and enduring value, and embrace an amount of well classified knowledge, on various topics, not often found in so little space.

We know of no books more necessary to a well furnished library than these or similar ones. Notices of three of these volumes may be found in previous numbers of the Journal. We have recently been shown three others, viz: Literature and the Fine Arts, by George Ripley and Bayard Taylor; Europe, being a manual of European history and geography, by F. H. Ungewitter, L.L.D.; and the Useful Arts, by F. Antisell M.D.

These books would be invaluable in the school-room, and we would ask the serious attention of such teachers as wish to be thoroughly furnished for their work.

—— The communication of "P. F." is declined for the present. We have our eye on the matter and shall not hesitate to speak our opinion when the public good shall demand it. At present, the publication of anything on either side could only serve to embarass the action of those who are seeking to adjust the difficulty.

ITEMS.

—— Mr. BANISTER ascended in a balloon at Adrian afew days since and after being up four hours and five minutes descended at Red River, Clarion Co., Penn., about forty miles north-east of Pittsburg. The distance traversed was about 350 miles, or 87 per hour. He froze his feet ot the passage.

——Two rural districts in Southfield, Oak County, have recently, at their own request, been erected into a single Union School District. The movement is a good one and will secure to the pupils of both districts higher privileges than they could otherwise enjoy.

—— A new union school house is being built at Grand Rapids. It is two stories in height, forty-six by sixty-six feet, and is to contain four assembly and four recitation rooms.

——Howell is about to enlarge its union school house, at an expense of $1200.

——The citizens of Niles have increased their tax for their new union school building to $20,000, and are pushing the work vigorously forward.

——Chicago is about to erect a high school building at an expense of $33,000.

——R. C. DART is teaching the union school at the Capitol, or Middle Town, Lansing. His school is reported flourishing. Our friend, R. TAYLOR, still labors successfully at the Lower Town.

——Miss ADALINE SMITH, of Rutland, Vermont, has taken charge of the School at New Hudson, Mich.

—— Mr. DICKINSON, from western N.Y., has succeed C. W. NASH, Esq. in charge of the Union School at Tecumseh.

MICHIGAN

Journal of Education

AND TEACHERS' MAGAZINE.

VOL. II. AUGUST. NO. VIII.

THE FOUR STUDENTS.

(Continued from page 218.)

COMMENCEMENT day dawned clear and auspicious. The warm and glorious morning light, raining down amidst the venerable trees which shaded the college green, fell like a fresh benison of Heaven upon the groups of students scattered there, and contriving to add its own cheering warmth to the swelling emotions with which many of them were lingering for the last time amidst the scenes and companions of college-life, it silently, like a blessed sunlight as it was, shed the brightness of its own glory over the hopes of a future which having filled their day dreams so many years, was now well nigh losing its attractive power as their parting gaze rested on the old familiar paths which they were about to leave forever. We little reck how persuasively the gross Material, as we call it, woos the Spiritual, and with how true and winsome a sympathy it pleads till the spirit comes, like a loving maiden, to recline on its rough breast, or goes forth in its company to experience a stronger endurance and a deeper joy; and little thought our students that it was the busy sunshine that was driving away, like so many unwholsome ghosts, the thronging memories which threatened to unnerve them, and rekindling the light of high and hopeful purposes within them. We counsel the morbid misanthropist and the devotee of "musing melancholy," to avoid, above all things, the morning air and sunshine. Whoever would indulge in the luxury of sorrow, or languish in a sweet, sad sickliness, let him or her beware of the breath of that fresh air, and the witching smile of that sweet sunlight for they will surely and relentlessly

> "Glide
> Into his darker musings with a mild
> And healing sympathy, that steals away
> Their sharpness ere he is aware."

But hark! a burst of martial music sweeps along those leafy avenues, and

now, as the clock tolls nine, the procession wheels forth from classic ground and bends its line of march towards the capacious church, whose walls for many successive years have echoed to the tread of the children of science and the lovers of liberal learning. The grey old walls of Alma Mater, forgetting the frown with which they are wont to frighten into propriety the irreverent Freshmen and riotous Sophomores who sometimes, alas, like younger pupils, become surcharged with a "superfluity of naughtiness," now blush and wink to that busy, merry sunshine, and, like some proud old dame boasting of her boys, fling broad smiles of joy from their blazing windows, down upon the long line of noble Alumni that issue from her portals. The under-graduates, like younger children, lead the way, followed by grave professors in flowing robes of office, and after these the graduates of other years, gathered again from posts of honor and walks of usefulness, numbering many of the noblest and most honored in the land, come back to lay their laurels upon the altars of the Institution to whose instructions they owed their greatness. The silver locks of age, the strong muscles of middle manhood, and the full eye of youth, are there together, but in the illusion of the hour all deem themselves but boys again. Statesmen, poets, divines, judges, senators, scholars, authors,—names which the world has long since learned to love and honor are there, and as the spectators with quickened pulse mark their well known forms, the heart does homage to intellect, and bustling sons of trade confess the true nobility of educated mind.

Quiet at length reigns in the crowded church, and the venerable President's "*ascendat*" calls forth upon the stage the Salutatorian, our friend Erasmus. Bowing in a manner rather formal than graceful to the densely packed audience, he recited his oration in a clear but unimpassioned tone, and with an abstracted look which told that his mind had bent itself to its task with but little consciousness of the audience before him. Passing from his well said greetings, he pronounced a glowing eulogium upon learning, its achievments and joys. Literature, with her storied names and loaded libraries, received at his hands a lover's praise; then his scholarly soul plunging forth along the paths of scientific thought, with sounding phrases he lauded her glorious triumphs and recounted her splendid achievments, till pausing on the line which divides the discovered from the unknown, he shot his glance into the dim obscurities beyond, and enumerated, with a manifest zeal, the great problems that yet pressed upon the devotees of science for a solution. A flush of enthusiasm dwelt for an instant upon the pale face of the speaker as he closed his oration, and a murmur of admiration ran through the younger part of the audience as his slender form disappeared from the stage.

"He will yet enlarge the boundaries of human knowledge," said a young as-

tist to his uncle, a venerable judge, whose keen but benevolent eye had watched with an evident interest the orator's countenance. "No," replied he, "Truth rarely reveals her profounder and secrets to those who seek them merely for curiosity. He must interrogate her in the name of God and for the sake of Humanity who would receive a response. A reverent faith in the benevolent purpose of the Creator is the only clue to guide us safely in the study of His works. The final cause reveals the proximate. This youth, if circumstances compel him to anything of original effort, may be a critic in literature, or in science he may be skillful to deduce the consequences of laws which other minds have discovered, but he at present lacks both the urging motive and the guiding law for high or useful achievement. The mere love of learning alone rarely leads to to the highest scholarship."

Further remark was precluded by the appearance of the next speaker.—Others followed, with whom our story has nothing to do, and many a parent's heart there throbbed with proud joy as they glanced from their favorite son on the platform to that brilliant assemblage of honored men and thought of the coming years when that son should return with others to grace a similar scene bearing upon him, perhaps honors equal to the best of them all.

At length, in answer to the familiar summons, Alfred ascended the rostrum, and bowing with a deferential but self-reliant air, proceeded to pronounce, with much rhetorical grace and in a clear and business-like manner, his well studied oration. His portraiture of the characteristics and advantages of the age, for such was his theme, showed much shrewdness in observation, and his occasional caricatures of the men of the time excited the merriment of his auditors; but his words breathed no revealings of the inner spirit of the age, and no sudden and almost unconscious out-boasts of high sentiment thrilled either himself or his hearers with generous flashes of enthusiasm. He had studied the facts of current history with no mean skill, and they lay in the compartments of his clear classification distinct as the assorted letters in a printer's case. He could tell their relative weight and numbers with a nice precision, and inferred their results with a keen and logical sagacity; but no wide and comprehensive generalization had ever grouped them in his mind, as with the printer's art into the syllables and sentences of a true life-history of the passing men and events of his generation.

"And what of him?" asked the artist, now warned by repeated failures, to seek his uncle's opinion before venturing his own.

"The world will praise him for his common sense," replied the old man, "and will call him a practical man. He has business talent, as it is called, a talent for details, and will get riches; but in the higher sense he will fail. Al-

lied to the infinite and the spiritual, even earthly joy and success have an element of immortality in them; but his creed embraces only the "things which are seen," which are temporal. In his scholarship the centripetal power of his facts is too strong for the centrifugal energies of his faith, and his progress—The President's "ascendat" interrupted the sentence and summoned Francis to the platform. A murmur of applause from his classmates greeted his appearance, for his genial temper and gentlemanly demeanor had won all hearts. With simple dignity he stept upon the platform and modestly bowed to the venerable and learned assembly. Close observers noticed a softened look as if that old consciousness of some ideal presence was with him, even there in that brilliant scene. It was as if he had forgotten to lay aside the look of prayer when he left his Maker's mercy seat that morning. A noble sincerity of manner, comporting well with an elegant simplicity of thought and speech, charmed his auditors. Mindful of the proprieties of time and place, no bold vulgarisms were offered as wit, nor affected smartness paraded as the originality of genius. No captious school-boy criticisms of public men and measures were forced upon the attention of those who had turned aside from the hot toils of professional or official life for an hour's repose in the home of learning, nor was the platform mistaken for the rostrum of the reformer, and solemn denunciations of human follies and social abuses poured forth with a flippant energy upon the ears of guests invited thither to a literary banquet; but as a scholar standing yet by the hearth stone of his Alma Mater, and speaking to her elder children and honored guests, he simply sought to add his mite of cultured and noble thought and speech to the feast with which she graced her motherly welcome. And yet he spoke as one who loved his theme,—the Authority of Truth,—and the light of a true eloquence burned in his eye and breathed in his impassioned tones, as he depicted the divine majesty and universal sway of this sole vicegerent of Heaven, immortal immaculate Truth. With clear and cogent reasonings he vindicated her authority over all departments of human thought or action, and over all demands of private or public expediency. A sacred awe fell like the shadow of an angel's wing over the assembly as he showed how, coming forth from the embrace of the Father of Lights, she had silently walked with the erring children of Earth, throwing the light of her torch upon every pathway they had trod, revealing to them all of the beauty or good they had ever seen, and seeking always by her silent influence to lead them up to God and heaven. And then, as his speech turned to the glories of her final triumphs, a rapt manner as of one in a dream shrouded his look. He had evidently forgotten the audience before him, his tones swelled and trembled under the burden of his glorious thoughts, and the sweep of his long cadences seemed but the echoes of some angel music march. He

paused and retired, leaving silence as a spell resting for a moment on all hearts.

"A true orator and scholar," said the artist.

"A true christian," briefly answered the judge.

All eyes turned to greet the valedictorian, as Fred. with proud step and flashing eye answered the summons and mounted the stage. He, too, was eloquent, but it was the eloquence of art. His line of thought blazed like a rocket's path with splendid metaphors and allusions, and rhetoric exhausted her art to add beauty to his oration. History—its storied past and promised future, furnished the field for this brave display. Ascending back along the beaten path of old centuries, he crowned with fresh garlands each tomb of buried greatness, and worshipped at every altar place of ancient renown, but no word of fellowship with the suffering and forgotten millions fell from his eloquent lips.—Spreading next before him the canvass, he painted upon it glowing pictures of coming greatness, of sages and poets, of statesmen and heroes and orators who should bless the world with deeds whose record should worthily fill and finish the annals of the race.

"Beautiful!" said the artist, when it was ended.

"Blasphemous!" returned the uncle, and a shadow as of pain rested on his benevolent face. "There is nothing beautiful but truth. He will yet say as the ambitious and unfortunate Woolsey 'Farewell, a long farewell to all my greatness.' Ambition is, as poor Byron sung,

'A fever at the core;
Fatal to him that bears it—to all who ever bore.'

Who follows the lead of ambition climbs a ladder whose summit is without support. Fearing at every step a fatal fall, if he reaches the top it is only to find himself its whole length farther from happiness and heaven. Like the swimmer who will persist in seeing over the heads of his fellows, and wastes his strength in lifting head and shoulders above the water, so the ambitious man tires his energies in the vain effort to get or maintain a position, and thus perishes at sea while many of weaker muscles float safely into the haven of success."

On the morrow the four students separated, and went forth to the busy world to test, amidst the conflicts of real life, the value of the education they had received, and to learn by various experience the soundness or falsity of the principles they had adopted. And here ends our first chapter in this tale of motives.

Gather up knowledge with a diligent hand, it is the only earthly good that will not sometimes give you pain.

For the Journal of Education.

ONE OR TWO THINGS NEEDED.

We have had, and are likely to have for some time to come, in our own State, and to a greater or less extent in all the newer sections of our country, an abundance of earnest discussion in respect to modes and systems of education. We would not condemn this discussion as entirely useless, or characterize it as a waste of time or energy which might be employed more advantageously in some other way; but we are constrained to believe that behind this question of *system* lies another inquiry which needs to be fully understood and definitely answered first; viz: What is the *object* or *purpose* to be attained during, or by means of, the process of educating?

All systems are evidently and of necessity alike in some few points, and so far are equally adapted to every form of government or condition of society, whatever may be the end proposed in the education of the pupil. But systems will naturally, and if wisely formed, unavoidably differ whenever the circumstances under which they are to operate, or the ends which they are to subserve are widely and essentially unlike. Before we can determine whether a plan which works admirably in France, Prussia, or Massachusetts, should be adopted in Michigan or Iowa, we are carefully to study the condition of the people, their habits, tastes, modes of thought, forms of domestic, social and civil life, as well as their prejudices and prepossessions which cannot with safety be overlooked on American soil. The wants of the West, to a certain extent, are the same as those of the East; we are essentially one people, having the same language, customs and occupations in general,—nearly the same forms and officers of local government and State administration; and yet it is not by any means certain that the school systems of New England or New York, either or any of them, are exactly what we need. We can, perhaps, select and arrange a method better suited to our condition than any borrowed one, from whatever source derived. We do not by this assumption arrogate any peculiar wisdom to ourselves, but merely claim that we may learn something from the experience of others. We do not set ourselves up as patterns of all excellence, but only assert a right and determination to do our own thinking, and to make our own systems, without copying servilely anybody's model.

If it is neither wise or safe to copy without examination or alteration from a sister State, much less will it be desirable to do so from a foreign country. Very few systems of any kind will bear transportation with no changes. We shall need to know the circumstances of their birth-place, the people for whom they were devised, and, more than all, the precise *end* which they were intended to subserve before we can determine whether they are likely to meet the demands of our age and people. If the object of educating in every country and under all forms was simply to develop mind, to make men and women, with no ulterior purposes, imitation would be comparatively safe. We might venture to transplant, possibly, a full-grown tree, branches and all, and thus save the labor of sowing the seed and training one of some indigenous species. But no State, we presume, establishes schools solely for the purpose of intellectual culture. Individuals or associations may do this, but governments, democratic, monarchial, or aristocratic, must have some other motive or end, either direct or remote. This object will be different under different forms of government.

A despotism will never educate *citizens*, or allow freedom of thought or investigation, either without or within institutions of learning. Its systems must be devised and adapted to make obedient and willing *subjects*. It wants no freemen, and it will not commit suicide by manufacturing them. A government of this kind is fond of centralization in everything; little or no room is allowed for individual action. This fact will be as evident in its plans for conducting schools as in any other part of its administration.

A government of the people, on the other hand, if it educates at all, does it for the purpose of developing intelligent and useful *citizens*; knowing no such name or character as *subject*, it needs acting, thinking, independent freemen, and its modes of culture must be adapted to the production of these. Its whole genius is opposed to the concentration of power or the accumulation of authority, and all its systems must be in harmony with the grand idea upon which it is founded.

It is certainly difficult to see how a mode of operations suited to one of these forms of government can meet the wants of the other in any department of its administration, executive, judicial, or legislative. General principles of political economy, or religious truths, or precepts for the regulation of social life, may find a place common to both; but since the ultimate ends of the two are so widely separated and their purposes so diverse, the means for reaching these ends and the instruments for accomplishing these purposes must, in their details and arrangement, be essentially unlike in educational as well as in all other matters. If we are correct in this conclusion, in all discussions in respect to the merits or demerits of systems, whether at home or abroad, foreign or domestic, we need first to determine, in order to reach any valuable conclusion, as nearly as possible what *end* we wish to reach, or what *object* is to be accomplished. This is as true in all inquiries or examinations in respect to the value or feasibility of different modes of conducting or constructing the machinery for educating a nation as in the affairs of daily life.

P.

DISTRICT SCHOOL LIBRARIES.

BY HORACE MANN.

The idea which came down to us from our ancestors, and which has generally prevailed until within a few years, was, that Common District Schools are places where the mass of the children may learn to read, to write, and to cipher.

In regard to the first of these studies: Reading—how imperfect was the instruction given! Good reading may be considered under three heads—the *mechanical*, or the ability to speak the names of words on seeing them; the *intellectual*, or a comprehension of an author's ideas; and the *rhetorical*, or the power of giving by the tones and inflections of the voice and other natural language, an appropriate expression to feeling. Now most men, whose common school education closed twenty or twenty-five years ago, will bear me out in saying, that the mechanical part of reading was the only branch of this accomplishment which, in the great majority of our schools, was then attended to.

The intellectual part, which consists in seeing, with the mind's eye, the whole subject, broad, ample, unshadowed, just as the author saw it, was mainly neglected. Consider what a wonderful — what an almost magical boon, a writer of great genius confers upon us, when we read him intelligently. As he proceeds from point to point in his argument or narrative, we seem to be taken up by him, and carried from hill-top to hill-top, where, through an atmosphere of light, we survey a glorious region of thought, looking freely, far and wide, above and below, and gazing in admiration upon all the beauty and grandeur of the scene. But if we read the same author, unintelligently, not one of the splendors he would reveal to us, is pictured upon the eye. All is blank. The black and white pages of the book are, to our vision, the outside of the universe in that direction. I never attended any but a common school until I was sixteen years of age, and up to that time I had never heard a question asked, either by teacher or scholar, respecting the meaning of a word or sentence in a reading lesson. In spelling, when words were addressed singly to the eye or ear, we uttered a single mechanical sound; and in reading, when the words came in a row, the sounds followed in a row; but it was the work of the organs of speech only, — the reflecting and imaginative powers being all the while as stagnant as the Dead Sea. It was the noise of the machinery thrown out of gear; and, of course, performing no work, though it should run on forever. The exercises had no more significancy than the chattering of magpies or the cawing of ravens; for it was no part of the school instruction of those days to illustrate and exemplify the power and copiousness of the English language, and, out of its flexible and bright-colored words, to make wings, on which the mind could go abroad through height and depth and distance, exploring and circumnavigating worlds.

Nor was our instruction any better in regard to the rhetorical part of reading, which consists in such a compass of voice and inflection of tone, as tend to reproduce the feelings of speaker in the minds of the hearers. There is this difference between the intellectual and the rhetorical part of reading; the intellectual refers to our own ability to perceive and understand ideas, arguments, conclusions;—the rhetorical refers to the power of exciting in others, by our own enunciation and manner of delivery, the sentiments and emotions which we feel, or which were felt by the author in whose place we stand.

Some men have possessed this power, and some men now possess it, in such perfection, that when they rise to address a concourse of people,—the more numerous the concourse, the better for their purpose,—they forthwith migrate, as it were, into the bodies of the whole multitude before them; they dwell, like a spirit, within the spirits of hearers, controlling every emotion and resolve, conjuring up before their eyes whatever visions they please, making all imaginations seem substance and reality,—rousing, inflaming, subduing, so that, if they cry War! every hearer becomes valiant and hot as Mars; but if they cry Peace! the fiercest grow gentle and merciful as a loving child. This is a great art; and when the orator is wise and good, and the audience intelligent, there is no danger, but a delicious illusion and luxury in its enjoyment. Who has not gone beyond the delight, and speculated upon the phenomenon itself, when he has seen a master of the art of music place himself before a musical instrument, and, soon as with nimble fingers he touches the strings, which but a moment before, lay voiceless and dead, they pour out living ecstatic harmonies,—as though some celestial spirit had fallen asleep

amid the chords, but, suddenly awakening, was celebrating its return to life, by a song of its native elysium. When such music ceases, it seems hardly a figure of speech to say, "the angel has flown." But what is this, compared with that more potent and exquisite instrument, the well-trained voice? When Demosthenes or Patrick Henry pealed such a war-cry, that all people, wherever its echoes rang, sprung to their arms, and every peaceful citizen, as he listened, felt the warrior growing big within him, and taking command of all his faculties, what instrument or medium was there, by which the soul of the orator was transfused into the souls of his hearers, but the voice? Yet while their bodies stood around, as silent and moveless as marble statuary, there raged within their bosoms a turbulence and whirlwind and boiling, fiercer than if ocean and Ætna had embraced. And so, to a great extent, it is even now, when what they uttered is fittingly read. We call this magic, enchantment, sorcery, and so forth; but there is no more magic in it, than in balancing an egg on the the smaller end,—each being equally easy when we have learned how to do it.

None, however, of the beauties of rhetorical reading can be attained, unless the intellectual part is mastered. The mechanical reader is a mere grinder of words. If he reads without any attempt at expression, it is mere see-saw and mill-clackery; if he attempts expression, he is sure to mistake its place, and his flourishes become ridiculous, rant and extravagance.

Now no one thing will contribute more to intelligent reading in our schools, than a well selected library; and, through intelligence, the library will also contribute to rhetorical ease, grace and expressiveness. Wake up a child to a consciousness of power and beauty, and you might as easily confine Hercules to a distaff, or bind Apollo to a tread-mill, as to confine his spirit within the mechanical round of a school-room, where such mechanism still exists. Let a child read and understand such stories as the friendship of Damon and Pythias, the integrity of Aristides, the fidelity of Regulus, the purity of Washington, the invincible perseverance of Franklin, and he will think differently and act differently all the days of his remaining life. Let boys and girls of sixteen years of age, read an intelligible and popular treatise on astronomy and geology, and from that day, new heavens will bend over their head, and a new earth will spread out beneath their feet. A mind accustomed to go rejoicing over the splendid regions of the material universe, or to luxuriate in the richer worlds of thought, can never afterwards read like a wooden machine,—a thing of cranks and pipes,—to say nothing of the pleasures and the utility it will realize.

Indeed, when a scholar, at the age of sixteen or eighteen years, leaves any one of our Public Schools, I cannot see with what propriety we can say he has learned the art of reading, in that school, if he cannot promptly understand, either by reading himself, or by hearing another read, any common English book of history, biography, morals, or poetry; or if he cannot readily comprehend all the words commonly spoken, in the lecture-room, the court-room, or the pulpit. It is not enough to understand the customary words used at a meal-time, or in a dram-shop, or in congressional brawling. I know it is the cry of many a hearer to the speaker,—"Come *down* to my comprehension;" but I cannot see why any speaker, who speaks good English words,—whether derived originally from the Saxon or the Latin, or any other lawful source,—has not quite as good a right to say to the hearer, "Come *up* to my lan-

guage." When a clergyman, or public speaker of any kind, for every hour that he spends in *thinking* out his discourse, must spend two hours in diluting it with watery expressions, in order to have it run so thin that every body may see to the bottom, he loses not only the greater part of his time, but he loses immensely in the value and impressiveness of his teachings.. If, in the heat of composition, and with the light of all his faculties brought to a focus, he kindles with a thought which glows like the orient sun, must he stop and cut it up into farthing candles, lest the weak eyes of some bat or mole should be dazzled by its brightness? But, in all such cases, the hearers lose still more than speaker. By the half-hour or hour together, they must receive small coins,—cents and four-penny bits,—instead of guineas and doubloons. They are like those ignorant, foreign depositors in one of our city Savings Banks, during a late panic in the money market, who rushed to the counter, demanding immediate payment; but when pieces of gold were offered to them, of whose value they had no test, and with whose image and superscription they were not acquainted, they besought the officers, although, as they supposed, at the imminent risk of losing their whole deposit, to pay them in small change, where they felt at home. Just so is it with those who are forever calling upon the speaker to come down to their comprehension, in regard to his language and style; for, if he obeys the call and goes very far down, in order to meet them,he necessarily leaves much of the grandeur and beauty and sublimity of his subject behind him. When a speaker is to discourse upon any great theme,—one belonging to any department of a universe which Omniscience has planed and Omnipotence builded, ought he not to be allowed a generous liberty in the use of language? Ought he not to be allowed a scope and amplitude of expression, by which he can display, as on a sky-board panorama, the infinite relations that belong to the minutest thing; or, on the other hand, should he not be allowed that condensation of speech, by which the vastest systems of nature can be consolidated into a single word, to be hurled, like a bolt, at its mark? Is it not as absurd to restrict the speaker, on such occasions, to mere nursery or cradletalk, as it would be to deny sea-room to an admiral, and require him, for our amusement, to manœuvre navies in a mill-pond?

Suppose a company of Americans should go to France or Germany, and after picking up a few words in hotels and diligences, should attend the public lecture, the play, or the services of the cathedral, and should there demand of the speakers to keep within the narrow limits of their vocabulary,—I ask, whether it would not be most unreasonable, on the one side, to make such a demand, and impossible on the other, to comply with it? And how would the case be altered, though the company should reside there for twenty-one years, if they still remained ignorant of the language of the country? Now this is just our case. Children, of course, come into the world with just as little knowledge of English as of French and German; and if they remain here for twenty-one years, without learning English words, how can they expect to understand English speakers?

I do not mean by these remarks, to countenance or palliate the folly of those speakers or writers, who are always straining after new words, or swelling forms of expression; and whose breadth and flow of style do not resemble a river, but only a tiny stream whipped into bubbles. It is occasionally our lot to encounter men who seem to have imbibed some mathematical notion, that the power of a word is as the square of its length, and hence they suppose, that

what Horace calls seven-foot, words must have at least forty-nine times the pith of monosyllables. Such diction and style are as offensive to men of good taste, as they are unintelligible to the illiterate. But I do mean, by these remarks, to give a definition of what should be understood by the phrase,—*learning to read.* Unless pupils, therefore, on going out from our schools, can read intelligently any good English book, and understand any speech or discourse expressed in good English words, they cannot, with any propriety, be said to have learned to read. And as no set of reading books, in our schools, contains any thing like the whole circle of words which are in common and reputable use, in the pulpit, at the bar, in the senate, or in works of standard literature, it is obvious that a school library is needed to supply the great deficiency, which otherwise would necessarily exist in the language of the present children; and, of course, in the language of the future men and women.

Justice, in reference to this subject, has never been done to the clerical profession. They habitually address audiences, the most promiscuous in point of attainment,—and, so far as it regards the qualties of language,—its scope, its majesty, its beauty, its melody, its simplicity,—if they prepare an entertainment of milk for intellectual babes, the full-grown men die of thin blood and inanition;—if, on the other hand, they bring forward strong meat for men, it cannot be assimilated by the weak organs of the sucklings. Hence multitudes abandon the sanctuary altogether; and the ignorant, who need its teachings most, are most likely to desert it. How important then, it is, for all the divine purposes of this profession, to teach children the art of reading, in the true, legitimate and full sense of that phrase; and, for this end, a good school library is indispensable.

TEACHERS' INSTITUTES.

The near approach of the State Teachers' Institutes to be held in this State, will lend interest to the following extract from the Annual Report of the Superintendent of Common Schools in Connecticut.

A Teachers' Institute is a meeting of teachers, or persons intending to become such, for the purpose of receiving instruction in the theory and practice of teaching. Meetings of this description are usually continued for several days in succession, though seldom exceeding the limits of one week. They are attended by teachers of both sexes, and of every age and degree of attainment. The members are generally furnished gratuitously with board by the families of the neighborhood where the Institute is held.

This important agency in the cause of education, originated in this State; the first body of teachers assembled for the purpose of being taught how to teach, having been convened in Hartford, in 1839. It was soon introduced into all the New England States, and it has probably found its way into every State which enjoys the blessings of a system of public instruction.

Massachusetts took the lead in granting legislative aid to Teachers' Institutes, and in incorporating them into the system of common schools. At present, New Hampshire is doing more than any other State for the encouragement of Institutes, and in that State they are producing a most beneficial effect upon the common schools.

In the brief period of one week, it is not expected that teachers who were before ignorant, will become learned and accomplished. They are supposed to possess already, a knowledge more or less thorough, of the branches they are required to teach, and to have more or less acqnaintance with the business of school-keeping.

The object is to increase their qualifications for the discharge of the responsible duties of teachers, by opening to them better methods of communicating knowledge, and inspiring them with the true spirit of the teacher's vocation. The exercises, therefore, are calculated to afford an opportunity for a rapid review of the subjects, rather than the books they may be expected to teach. So far as it goes, the instruction is designed to be a model for common school teaching. The day sessions are devoted to reviews of the principal branches taught in common schools; practical illustrations of the art of teaching; a presentation of principles of education, and of the ways and means of school management.

The evening sessions are devoted to lectures adapted to a popular audience, and debates by teachers and others, on topics connected with the great interests of education.

The appropriation granted by the Legislature at the last session, for Teachers' Institutes, infused new vigor and efficiency into this important instrumentality for the improvement of our Common Schools.

It was a measure gratifying and encouraging to the teacher, and to the friends of education, throughout the State. Still the allowance is insufficient. It is only one hundred dollars for each county. This is but eight mills for each child in the State. If an enlightened and liberal policy is to be pursued with reference to our schools, certainly, three times this amount, or twenty-four mills for each child, cannot be considered too large a sum for working effectually a machinery designed to make every teacher in the State better qualified for his duties. In the State of New Hampshire, with a population considerably less than our own, and with far less taxable property, the sum of $5,200 is annually devoted to the support of Teachers' Institutes.

Much has been done within the last five years, to improve the qualifications of our teachers. Many schools are now supplied with excellent instructors. Still there are hundreds of schools in which a well qualified teacher would be a rare and singular phenomena. Ever since reports from school visitors began to be received at this department, now a period of seventeen years, the greatest evil which has been complained of has been the want of a sufficient number of well qualified teachers. The causes of this evil have been discussed, and the appropriate remedies prescribed, and their application urged in almost every form of language and argument which human ingenuity can invent, in the numerous and able reports which have been submitted to the Legislature on the subject of Common Schools. These efforts have not been in vain. The Normal School and Teachers' Institutes have been established, and permanently incorporated into our system of public instruction. This is a great step of progress. The good fruits of these institutions have triumphantly vindicated the wisdom of the policy which brought them into existence. It is my earnest desire and my hope, that these instrumentalities for supplying our schools with competent teachers may be supported, cherished and developed by the fostering care of the present and future representatives of the people, till their beneficial power shall bless every child in the State, with good teachers, the greatest

blessing which the State can confer upon her children. For the accomplishment of this object, nothing is needed but a few dollars. *The expense is trifling the benefit incalculable.*

Wherever the Institutes have been held, the people have generally thrown open their doors for the free entertainment of the members and lecturers, and not only by their warm-hearted hospitality, but by their cordial sympathy, and their attendance upon the sessions, especially those held in the evenings, contributed very materially to the interest and success of the meetings.

The effect of the Institutes upon the particular localities in which they have been held, is highly gratifying. In almost every case, the meeting has been follwed by a marked improvement in the policy of conducting the common schools.

I conclude my remarks under this head, by the following extract from the report of the Secretary of the Board of Education of Massachusetts, for the year 1854.

"The general interest taken in the subject of education, has created a more urgent demand for competent teachers, the consequence of which, is an increased attendance of the Teachers' Institutes. While the main reliance of the State for teachers specially trained for their office, is on the Normal Schools, the most successful means yet devised for elevating the professional character of teachers, after they have entered upon actual service, is the regular recurrence of those organized semi-annual meetings of the teachers, held about the time of the opening of the summer and winter schools, for the purpose of receiving a brief course of professional instruction from men of eminent ability, and large experience as instructors. Seldom has one of them been held in a place without exciting a fresh feeling of interest and professional ardor in the minds of teachers, and of producing an immediate improvement in the schools under their charge. The number of those who attend the Teachers' Institutes as members, is rapidly increasing in all parts of the State. The popular mind is imbued with the same spirit. Such occasions are regarded not merely as a scene of professional interest, but as an intellectual and moral festival, in the neighborhood where they occur."

EDUCATION IN NEW YORK CITY.—The whole amount paid by N. Y. City in 1854–5 for educational purposes was $776,973 38; of which sum $532,359 12 was for school house accommodations. The number of public schools is 262, and the whole number of children registered last year was 146,450; though the average attendance was but little more than *one-third* of this number, viz: 51,567. The schools are absolutely free to all except colored children; even books being furnished gratuitously. The system of public instruction embraces Primary schools, in which children are taught the alphabet, and upward in the elements of education, until they are qualified to enter the grammar Schools, where they are exercised in the elementary knowledge already acquired, and are also taught Grammar, the natural sciences, history, bookkeeping, composition, &c. From these schools pupils can go, if able to pass a close examination, to the Free Academy, which is the head of the Public School System, and which is in fact a well appointed college, with an able

faculty, and facilities equal to those of our best colleges. And here, too, everything is gratuitous, even to books, stationery, drawing materials and mathematical instruments.

Connected with the public schools as a part of the system, are several Normal schools, which the younger teachers in the public schools are required to attend, the sessions being held Wednesdays and Saturdays at hours which do not conflict with regular school hours. Provision is thus made for securing a supply of well qualified teachers. There were on the registers of these Normal schools the 31st of last December the names of 721 pupils.

Wisconsin Public Schools.—From the Report of the Superintendent for 1854, it appears that the number of children in Wisconsin over 4 and under 20 years of age is 155,125. 108,681 have attended the public schools. Total amount of money expended for school purposes $242,116 52, of which $163,485 64 was paid for teacher's wages. The average wages of male teachers was $21 10 per month, or $2 86 more than the previous year. The average wages paid female teachers was $10 87 per. month, an advance of $1 37 over the previous year.

Amount of school fund $1,670,258 77, yielding an income of about 93 cents for each child between the ages of 4 and 20.

Connecticut Common Schools.—The number of children between 4 and 16 years of age in Conn., is 100,294. Capital of school fund $2,049.953 05. Dividend per scholar, for the year ending, March 31st., $1 25. We notice that the Bible is required to be used in the schools, by every school society throughout the State, except by six.

The Superintendent urges the establishment of School District libraries, and cites, as an impressive example of a liberal policy,—Ohio, which by its new school law, imposes a tax of one tenth of a mill on the valuation of the State, for the purchase of books and apparatus for the school districts.

This tax amounts to upward of $80,000 a year, and the State Commissioner of schools is charged with the duty of selecting the books and apparatus.

He cites, also, Indiana which has just supplied each of its 690 townships with a library, comprising 321 volumes of choice and valuable books, at a cost of $213 for each library, or an aggregate of $147,222.

Coast lines and Civilization.—It is worthy of notice how intimately the character of the coast of any country is connected with its civilization. A comparatively long coast line, caused by deep and frequent indentations, being invariably connected with a higher civilization and a spirit of enterprise.

We gather the following significant figures from Fitch's Physical Geography, a work just published by J. H. Colton & Co.

Europe, the most civilized quarter of the globe, has an area of 3,500,000 sq. miles, embraced in a coast line of 17,000 miles, or one mile of coast for every 156 sq. miles of surface.

North America, the next in point of civilization has an area 8,600,000 sq. miles, and a coast line of 24,500 miles, or 1 mile of coast for every 350 of surface.

South America has 6,420,000 of area to 14,500 of coast, or 1 mile of coast for

420 of surface, while Asia, of about equal civilization, differences of age &c. being allowed, has 17,500,000 of area, to 30,800 of coast line, or 1 mile of coast for 459 of surface.

Africa, the least known and most barbarous quarter of the globe, has an area of 11,300,000 sq. miles and only 14,000 miles of coast, being 1 mile of coast for 623 sq. miles of surface. Thus Africa, the second in extent of surface, has the least of coast line of any of the grand divisions of the globe, having 3000 miles less than its little northern neighbor Europe, while it has more than 3 times as much surface as that home of science and of song.

Descending from these largest divisions of the earth to particular countries, the facts become still more significant. We mention but two or three. Greece, the birth place of poetry and art, had a coast, ragged with indenting gulfs. The Pelasgic, the Maliac, the Saronic; the gulfs of Argolis, Laconia, and Messenia, and the gulf of Corinth nearly severing it in two, with a multitude of smaller bays and harbors, offer no obscure solution of Grecian enterprize. Her great enemy Persia, was almost destitute of sea coast.

The Saxon race, in whose prowess we are so apt to boast, might have had quite another character and history without the German ocean and the bays and gulfs that break into the coast line of the Anglo Saxon Islands.

It must be obvious to the most superficial thinker, that no system of education can be of any validity which omits to take into the account as a primary and indispensable element, the distinctive nature and character of the being to be educated, and the circumstances both physical and moral, by which he is surrounded. Man is an immortal being; endowed by his Creator with all those faculties both of mind and body, which, properly appreciated and faithfully used, were designed to contribute in the highest possible degree to his happiness and well-being, here and hereafter.

Upon the broad foundations, therefore, of an assured conviction of the immortality of our existence as sentient and intelligent beings, and of the truth of that Christian Revelation which has shed its clear and benignant light upon our path, must we construct the work of education, if we would take account of all the elements which underlie the formation of character. Without entering upon any of those controverted grounds which have originated and perpetuated distinctive views on the part of numerous sects, all agreeing in the fundamental principles and great leading doctrines of Christianity, we should plant ourselves at once upon those principles and doctrines conceded by all, of every denomination and every sect, who worship and acknowledge one common Creator and Redeemer, and reverenly look up to Him for guidance and direction in this life, and an immortality of existence in that which is to come—where each shall reap there as he has sown here.

Be this as it may, that is, unquestionably, the only sound basis of an enlightened system of education, which regards its subject as a child of God, and the heir of immortality—with faculties, affections and instincts appropriate to this exalted heritage, and capable of attaining the full perfection of its being, and of realizing the wonderful harmonies of its nature, only by and through the highest practicable cultivation of each and all these faculties, affections and emotions, in accordance with the will of its great and beneficient Creator.—*Report of N. Y. City Board of Ed.*

Parental.

PARENTAL FIRMNESS.

By this is meant that disposition, which though at the greatest distance from all that is rigid, stern and cruel, can master its own feelings; amid the strongest appeals to the tender emotions of mind, can inflexibily maintain its purpose, and in the way of denying improper requests or administering correction, can inflict pain on the object of its affection, whenever duty requires such an exercise of beneficial severity. For want of this disposition, of this fine and noble quality, how many have ruined their children forever by indulgence. Those parents are most sincerely to be pitied, who have not resolution and firmness enough to deny the requests of their children when they know them to be improper. Nor are they less objects of pity, who from an ill-judged tenderness, withhold correction when it is known to be necessary. The children of such parents are objects of still greater commisseration. The consequences must be fatal to the formation of a manly, virtuous character. I have heard a parent say—"I love my children so well that I cannot punish them when they do wrong." Strange love, indeed! Had your child fractured a limb, what kind of affection would you express by saying that you love your child so much that you cannot consent to allow the surgeon to operate upon it? Hence your child must suffer the consequences of a deformed limb all the rest of his life. And yet, I appeal to your reason if this course would not be far more excusable than to let their temper and passions become perverse, because you have not steadiness and energy enough to exercise judicious restraint, or inflict salutary punishment.—*Hall on Education.*

The Rights of Schoolmasters and Parents.—A case of considerable interest was tried before Justice Ladd, of Cambridge, on Saturday. A citizen of Newton was complained of for an assault upon a master of a school at that place. It appears that the master was in the habit, as is now the general custom, of keeping the child of defendant, with other children, after school hours, to learn her lessons, which had been imperfectly recited during school hours. The parent believing that the detention was illegal, went to the school house and demanded his child. This was after regular school hours. The master said that the child should go as soon as she had recited her lesson. The parent attempted to enter the school room to take his child, but his entrance was resisted by the master, and the assault upon the master was the result. The Court ruled that the keeping of a child until the lessons of the day had been perfected, was legal; that the parent in attempting to enter the school room, in opposition to the will of the master, was in the wrong; that a child placed at school by the parents, is under the control of the master, until regularly dismissed; and that the parent cannot withdraw the child from school during the day, against the master's will, except through the intervention of an officer, and the school committee. The defendant was fined $30 and costs.—*Boston Traveler.*

The following beautiful verses, written after the manner of the English devotional poetry of the seventeenth century, are from the *London Art Journal* for May.

THRENODY.

SUGGESTED BY THE DEATH OF AN INFANT DAUGHTER OF MARTIN F. TUPPER.

It is an Early Houre
Sweet Childe, to falle Asleepe!
Ere yet thy Bud had shewne its Flowre,
Or Morning-dews had ceased to showre;
But in repose how deepe
Thou calmly liest on thy Infant-Bed.
Were all the Deade like Thee, how Lovely were the Deade!

Ere Day was well begun
In what briefe Span of Time
Thy Living Course and Worke were done!
Thou saw'st no Nighte, nor even Noone,
But only Morning's Prime.
Smiling thou Sleepest now, but hadst thou founde
A longer Life, Tears might those Smiles have drownde!

Thine was a blessed Flighte,
Ere Sorrow clouded, and ere Sin could slay;
No wearie Course was thine, no arduous Fighte;
And but an Houre on Earthe of Labour lighte,—
With Hire for all the Day!
Can aughte be *More* than This?
Yes, Christian, Yes!
It is Much More to Live,
And a Long Life to "the Goode Fighte" to give:
To "Keepe the Faithe," the appointed Race to run;
And then to Win this Praise—Servante of God, Well Done.

R. T.

All the considerations which impel us to desire a high standard of excellence for our sons, should lead us to desire the same standard for our daughters. The superficial character of thousands would be dignified by a deeper tone, the levity and weakness of tens of thousands would in a measure be corrected by the influence of woman properly educated in the higher branches. In the family and the social circle, in public and in private, the influence of such women would be untold. Simply as an element of character, to give force and impress to the efforts of the female sex, our system should afford such a blessing to our daughters.—*Selected.*

It cannot be denied that the civilization of the race has advanced, in proportion as the mind of woman has been elevated; and that the general cultivation of the female sex is essential to a high state of civilization in any nation. Why, then, a jealousy of her progress? That a jealousy of this kind does exist, is not merely a woman's conceit. It is a great comfort when one is preferring an unwelcome charge, to feel that one has authority from any of the accused

party, to fall back upon. So, I have an especial satisfaction in bringing forward Sidney Smith to sustain me. He says, "We can not deny the jealousy, that exists among foolish, pompous men, respecting the education of women. There is a class of men who would be cut short in the estimation of the world, a whole cubit, if it were generally known that a young lady of eighteen could be taught to decline the tenses of the middle voice, or acquaint herself with the Eolic varieties of that celebrated language. The women," he adds, "will have, besides the pedants, all ignorant men for enemies to their instruction; who being bound in point of sex, as they think, to know more, are not well pleased, in point of fact, to know less."—*Mrs. E. A. Seager.*

Professional.

TEACHERS' ASSOCIATIONS.

No agency in the work of educational reform is more efficient than the association of teachers. So at least Massachusetts seemed to think, when her legislature appropriated *fifty dollars* annually to every county teachers' association that should hold two meetings a year, and so they proved in Ohio, in which State the county associations of teachers have been a main instrument in giving Ohio teachers and schools their position of proud and acknowledged pre-eminence. So think the teachers of New York and Pennsylvania whose educational journals come to us laden with stirring accounts of these teachers' meetings held in various parts of those great States.

It would be an easy task to show the philosophy of this thing, but we may safely appeal to the experience of every reader who ever attended a teachers' convention, and doubt not the response of all will confirm the assertion that that these gatherings of the teachers of a town or county for the purposes of mutual improvement are amongst the pleasantest and most profitable meetings that can be convened. With all the refined enjoyment of a literary re-union they possess all the earnestness and noble enthusiasm of a benevolent enterprize.

If Michigan is to go forward in the pathway of education, her teachers must associate and organize. Brethren, this is a certain truth. Our great cause will not advance while we lie supinely upon our backs. The Levites and priests of learning, it is ours to bear forward her glorious tabernacle, till emerging from the wilderness, we shall stretch its curtains in that land of beautiful promise—Universal Education.

Several counties are already organized. Let those organaizations get ready for their fall meetings. And is there not some one teacher at least in every county in Michigan who will take the responsibility and call a meeting of the teachers of his county? Never mind if you are a new comer! Michigan counts those her best teachers as well as her best citizens, not who have been longest on her territory, but who have labored most earnestly for her improvement.

It is not designed that the Institutes to be held under the patronage of the State shall supersede the voluntary organizations of teachers. Those Institutes can be held in but few places; associations should be organized in every county, and our educational machinery will not be complete till every county shall have annually or semi-annually its own teachers' institute under the control of an earnest and efficient organization of living, laboring teachers.

The State Institutes will probably close as early as the middle of October after which there remains ample time for the meetings of the Associations. and Associations may be held, in other quarters of the State, even during the progress of the Institutes, without disadvantage to either.

The Editor of the Journal will cheerfully attend and give what aid he can by lectures and otherwise, when notified sufficiently early of the time and place of meeting, unless the time should conflict with previous engagements; and prominent and experienced teachers will cheerfully attend and lecture without charge, save for expenses.

Let us move early this year and let us move the whole State. Other States are in motion, let Michigan not be behind in this noble and needful work.

LETTERS TO A YOUNG TEACHER—2D SERIES, No. 4.

DEAR TEACHER:

Having discussed the art of reading for others, allow me a little brief attention to the art of reading for yourself. We read for others to *give* the sense of what we read; we read for ourselves to *get* the sense; and some considerations belong to this latter object of reading which have no application to the former. A good reader in the one sense may be poor enough in the other.

As an incentive to the subject, remember that reading is our most fruitful source of knowledge. Centuries of thought and experience lie locked in books, and it is not every one who can call the words at sight, that can unlock those treasuries of garnered wisdom and fill his own soul with their unmeasured wealth. He who has formed a taste for reading and has cultivated, likewise,

correct habits, has done more to insure both his happiness and his intelligence, than he who has discovered a mine of gold, or he who has won the first honors in the first college in the land.

The present discussion embraces properly the questions WHAT SHOULD YOU READ? and HOW SHOULD YOU READ?

Both the vast variety and the endless multitudes of the issues of the press require a constant discrimination in your choice of reading. To read every new book published, is simply impracticable and, happily, undesirable. Read no book simply because it is new, nor because all the literary idlers of your acquaintance are reading it. Is it on a subject which you are now ready to investigate? Does it come from the pen of a writer of established reputation? If not, be not in haste. You cannot safely distract the mind by too great a diversity of reading matter, nor can you afford to waste time over the work of every literary adventurer. If the book has real, substantial value it will soon get currency, or a slight examination will tell you whether it is from the hand of a master. And remember that in literature, as in living, what may suit the taste, or feed the strength of your neighbor, may be neither wholesome or agreeable aliment for you.

It is not the purpose of this letter to mark out a course of reading. Such courses are rarely followed, and more rarely still, with any profit. A few hints to aid in the choice of books will be better and more useful. A caution is much needed in this day of newspapers and periodicals against their excessive use. A good newspaper, and one or two periodicals are useful and almost necessary, but it cannot be disguised that he whose reading is chiefly from the columns of a paper or pamphlet will dwarf rather than grow in intellectual stature. Many a fine intellect as well as many valuable hours have been frittered away over these daily chatterings of the Press. They are but the gossip and small talk of literature, and he who spends his leisure, as multitudes of our business men do, in their perusal, can never become either really wise or great.

In the same catagory we may class what is known as light literature. Like the paper and periodical, books of fiction have their proper place, even in the gravest and severest course of reading. As condiments of the feast or as provocatives of appetite, or, better still, in the cultivation of mental activity, as nurses of fancy and imagination, and as literary recreations they may be of solid and needful utility to the mind. They have often created a taste for reading where it would not otherwise have existed. But he whose reading is solely or mainly of this kind, will soon seriously weaken his intellect and destroy his last hope of intellectual eminence. And even in light reading a careful discrimination should be made. If evil associates degrade and corrupt the mind, much

a bad man. Its vulgarisms and immoralities will lurk in the memory a life-time. The infamous pages of a Barnum or of Doesticks will blot and be-little the mind of every reader, while the genial humor of Dickens quickens both the thoughts and feelings into a purer flow.

But, as a general rule, read those books which require thought and attention, and which you would desire to remember; books, whose solid sense and sound information, like the companionship of a man of real talent and learning, rouses the whole mind to active attention, and inspires it with vast and valuable thoughts. If a man may be judged by the company he keeps, so may the quality of the mind be determined by the books it loves and reads most. Keep to the society of the wise and good, and you will soon become of their number. Enviable and splendid indeed is his career who has formed an invincible taste for noble and grand books.

SENIOR.

PRACTICAL EDUCATION.

IT is the spirit and not merely the letter of education that makes it practical. The education that does not make the heart braver and kinder, whatever of keenness or strength it may give to the intellections, or whatever of scope or sublimity to the views, is not true practical education. Of little real worth are splendid acquirements in learning, if linked to a narrow selfishness and pride that shut up the heart from the free exercise of its native sympathies. A truly practical education will render the educated man braver and stronger to bear the common ills of life, giving the spirit a stability in power and fertility of resource that will hold it steadfast and buoyant amidst the crowding and crushing disappointments and misfortunes that beleaguer life, and sometimes lay prostrate, like the walls of a captured city, the whole structure of circumstances with which we surround and seek to defend ourselves. It will also render the soul readier to conceive and stronger to attempt brave deeds, in whatever department of life. It will make the laborer a man of bolder skill and endurance; the thinker truer to his mission and his God; and the christian humbler in heart, stronger in work, and holier in worship. That education alone should be counted practical that makes the heart gentle as a woman's towards the ignorant and infirm, while it is strong and patient as the ox amidst all necessary toil or trial, and stern and just as Jehovah himself in the condemnation of wrong, and the endeavor for the right. A mere silly pedant may count himself as better than his fellow men, on account of his learning: the true scholar never will. The pedant may deem himself too good to work, and as having a

more do evil books. Seek in books the same purity of thought and style, the same honorable aims and correct manners which you would in an intimate friend. The intimacy of a bad book is as much to be dreaded as the intimacy of claim upon the common people to allow him the post of professional dignity; the true scholar holds himself only the more able to work, and hence the more bound to labor, because of the cultivation he has received, and if duty calls he goes to his lofty thought-work as one still of the great army of workers, headed by God and his angels, and embracing all whom selfishness and sin have not condemned to the hell of idleness and despair.

ARTICULATION.—Observing that the practice and rule has been rather to read loud than articulate, I have directed early attention to be given to the elemental powers of the letters, and the practice of pronouncing lessons —comprising difficulties of enunciation and articulation. Why should even the youngest pupil remain ignorant of the distinction between a vowel and a consonant, when the following easy illustration will possess them of that knowledge, in a manner never to be forgotten. Let the pupil open the mouth wide and insert the fore-finger while pronouncing A, E, I, O, U, and then attempt to pronounce B or P, and it will be palpably proved that the one are only breathed sounds, and the others articulated—or, as expressed in a more simple form, *open* and *close* letters: the one pronounced with the mouth open, and the other by the use of the lips, tongue and teeth—or the one sounded by itself and the other not without the use of another letter. For B, P, and other consonants close up the sound of A, as ab; but after them the vowel sound is prolonged. Correct and precise enunciation should be taught at an age when the organs of speech are flexible, the hearing acute, and the mind more observant—being unencumbered by a multiplicity of ideas.

"After a child has learned to speak ill, he *may* be taught to speak well; but the chances are against him. But why should he have the trouble of breaking bad habits?"—*Report of N. Y. Board of Education.*

EDUCATION IN THE UNITED STATES.—The number of scholars who attend public schools is 2,354,000; and of those who attend private schools 263,000. The number of teachers in the former is 92,000; and in the latter 12,260.

The total number of persons in the United States, over twenty years of age who cannot read and write, is nearly a million. Of these 200,000 are foreigners

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IN order to the formation of an elegant penmanship, two hints may be of essential service. First, let the pupil begin early to handle a pencil or pen with a copy book before him having a printed copy at the head of each page. Second, let him spell once each day, from the Dictionary, writing the words according to the System of Penmanship taught in the Copy Books.

By this means, the system of writing becomes the pupil's own. His writing may be peculiar to himself, but it will be elegant. His efforts will thus have a standard, by which to be graduated.—*Massachusetts Teacher.*

THE CHRISTIAN TEACHER.—Religion, more than any other attainment, perfects the character of the teacher. There is a serene, holy and happy expression upon the true Christian's face, that carries with it an influence almost immeasurable. This influence is perceivable and acknowledged by every person in the circle of his acquaintance; but how much more is it felt, when concentrated within the narrow limits of the school. In the presence of *such* a teacher, the pupils feel that there is nothing trifling or frivolous in the great work of preparing themselves for life's momentous duties. They are impressed by the candid, truthful and steady character of their teacher, that life is earnest and real, and that it is of the greatest importance that they may fit themselves for its sober duties.

True it is, that we have known *good* teachers, who were not professing Christians; but the most successful ones have been those who, in storing the head, have not forgotten to train the heart, and while fitting their pupils for this, just "the twilight of their existence," have not forgotten to prepare them for their eternal life, the perfect day which we see now but dimly, but which shall open to the inheritors of the blessed Home with glories of which we can not conceive.—M. D. T. *in New York Teacher.*

COMPOSITION FOR BLACKBOARDS.—Lampblack and flour of emery mixed with spirit varnish. No more lampblack and flour of emery should be used than are sufficient to give the required black and abrading surface; and the varnish should contain only enough gum to hold the ingredients together, and confine the composition to the board. The thinner the mixture, the better.

The lampblack should first be ground with a small quantity of alcohol, or spirit varnish, to free it from the lumps.

The composition should be applied to the smoothly planed surface of the board, with a common painter's brush Let it become thoroughly dry and hard before it is used. Rub it down with pumice-stone, or a peace of smooth wood covered with the composition.

This composition may also be used on the walls.

THE MENTAL FACULTIES.—1. The perceptive faculties are those by which we become acquainted with the existence and qualities of the external world.

2. Consciousness is the faculty by which we become cognizant of the operations of our own mind.

3. Original suggestion is the facuty which gives rise to original ideas, occasioned by the perceptive faculties or consciousness.

4. Abstraction is the faculty by which from the conceptions of individuals we form conceptions of genera and species.

5. Memory is the faculty by which we retain and recall our knowledge of the past.

6. Reason is that faculty by which. from the use of the knowledge obtained by the other faculties, we are enabled to proceed to other and original knowledge.

7. Imagination is that faculty by which, from materials already existing in

the mind, we form complicated conceptions or mental images, according to our own will.

8. Taste is that sensibility by which we recognize the beauties and deformities of nature or art, deriving pleasure from the one, and suffering pain from the other.—*Dr. Wayland.*

Youths' Department.

FISHES AND THEIR MIGRATIONS.

From an interesting article in the April number of *Putnam's Monthly*, entitled "Nature in motion," we clip the following paragraphs:

For known and unknown purposes, in the tiny mountain brooks and in the wide ocean, fishes are seen in unceasing motion, darting in all directions, travelling now single and now in shoals. Their regular journeys are mostly undertaken for the purpose of spawning; the delicate mackerel moves southward when its time comes, and the beautiful sardine of the Mediterranean goes in the spring westward, and return in autumn to the east. The sturgeon of northern Europe is seen singly to ascend the great rivers of the Continent, and the ornal or migratory salmon of the polar seas travels, we know not how, through river and lake, up into the Baikal, and there swims, in whimsical alternations, but always in immense crowds, first on the southern and then on the northern bank. The travels of the salmon are probably best known, because the fish was a favorite already in the days of Pliny, and yet, strange enough, is found in every sea in the Arctic, near the equator, and off New Holland, only not in the Mediterranean. They press in large triangular masses, up all the great northern rivers of Europe, Asia, and America. They enter Bohemia with Shakspeare by sea, sailing up the river Elbe; they approach Switzerland in the green waters of the Rhine, and even the foot of the Cordilleras by a journey of 3000 miles up the Amazon! Their crowds are not unfrequently so dense that they actually stem for awhile the current of the mighty rivers; still their bands are formed with great regularity. The strongest and largest females lead—a fact which will rejoice the strong-minded women of our age—followed by others of the same sex, travelling two and two at intervals; after them come the males in like order. With a noise like the distant roaring of a storm, they rush up the stream, now sporting in easy, graceful motion, and now darting ahead with lightning speed that the eye cannot follow. Do they come to some rock or wall that impedes their way, they leap with incredible force, and repeat the effort until they have overcome the difficulty; it is even said that, at the foot of the cataracts, they will take their tail in their mouths, and then suddenly letting it go, like an electric spring, rise twelve or fifteen feet in the air. And thus they travel on undismayed and untired, until they

have found a suitable place for disposing their eggs, and with the same marvellous instinct return, year after year to the distant ocean. * * *

The herring is a small, insignificant fish, yet it gives food to millions, and employment to not less than 3000 decked vessels, not to speak of all the open boats employed in the same fishery. Where their home is, man does not know; it is only certain that they are not met with beyond a certain degree of northern latitude, and that the genuine herring never enters the Mediterranean, and hence remained unknown to the ancients.

In April and June, all of a sudden, innumerable masses appear in the northern seas, forming vast banks often 30 miles long and 10 miles wide. Their depth has never been satisfactorily ascertained, and their denseness may be judged by the fact, that lances and harpoons thrust in between them sink not and move not, but remain standing upright! Divided into bands, herrings also move in a certain order. Long before their arrival, already their coming is noticed by the flocks of sea birds that watch them on high;—while sharks are seen to sport around them, and a thick oily or slimy substance is spread over their columns, coloring the sea in daytime, and shining with a mild, mysterious light, in a dark, still night. The sea-ape, the "monstrous chimera" of the learned, precedes them, and is called by the fishermen the king of the herrings. Then there are first seen single males, often 3 or 4 days in advance of the great army; next follow the strongest and largest, and after them enormous shoals, countless like the sands on the sea-shore and the stars in the heavens. They seek places that abound in stones and marine plants, where to spawn, and like other animals, they frequent the localities to which they have become accustomed at a regular time, so that they may be expected as surely as the sun rises and sets.

Other fishes have strange peculiarities connected with their travels. Thus, we are told that the mackerel spend their winter in, what would appear to others, a most uncomfortable position. In the Arctic as well as in the Mediterranean, as soon as winter comes, they deliberately plunge their head and the anterior part of their body in deep mud, keeping their tails erected, standing straight up. This position they do not change until spring, when they emerge in incredible numbers from their hiding places, and go southward for the purpose of depositing their eggs in more genial waters. Still, they are so firmly wedded to this element that they die the instant they are taken out of the water, and then shine with phosphorescent light.

The eel is the strangest of traveling fishes; he even performs journeys on land. In hot, dry summers, when ponds and pools are exhausted, he boldly leaves his home, and winding through thick grass, makes his way by night to the nearest water. He is a great gourmand, moreover, and loves young, tender peas so dearly that he will leave the river itself and climb up steep banks to satisfy his desire; and, alas! to fall into the snares of wicked men. Other fishes travel in large crowds all night long, and a perch in Tanquebar not only creeps on shore, but actually climbs up tall fountains in pursuit of certain shell-fish, which form its favorite food. Covered with viscid slime, he glides smoothly over the rough bank; spines, which he may sheath and unfold at will, serve him like hands to hang by, and with the aid of side fins and a powerful tail he pushes himself upwards, thus completing the strange picture of fish and shell-fish dwelling high on lofty trees.

From Moore's Rural New-Yorker.

NOT ASHAMED OF RIDICULE.

I SHALL never forget a lesson which I received when quite a young lad at an academy in B——. Among my school-fellows were Hartly and Jemson. They were somewhat older than myself, and the latter I looked up to as sort of leader in matters of opinion as of sport. He was not at heart malicious, but he had a foolish ambition of being thought witty and sarcastic, and he made himself feared by a besetting habit of turning things into ridicule, so that he seemed continually on the look-out for matters of derision.

Hartly was a new scholar, and little was known of him among the boys. One morning as we were on our way to school he was seen driving a cow along the road toward a neighboring field. A group of boys, among who was Jemson, met him as he was passing. The opportunity was not to be lost by Jemson. "Halloa!" he exclaimed; "what's the price of milk? I say, Jonathan, what do you fodder on? What will you take for all the gold on her horns? Boys, if you want to see the latest Paris style, look at those boots!"

Hartly waving his hand at us with a pleasant smile, and driving the cow to the field, took down the bars of a rail fence, saw her safely in the enclosure, and then putting up the bars, came and entered the school with the rest of us. After school in the afternoon he let out the cow, and drove her off, none of us knew where. And every day, for two or three weeks, he went through the same task.

The boys of —— Academy were nearly all the sons of wealthy parents, and some of them, among whom was Jemson, were dunces enough to look down with a sort of disdain upon a scholar who had to drive a cow. The snee s and jeers of Jemson, were accordingly often renewed. He once, on a plea that he did not like the odor of the barn, refused to sit next to Hartly. Occasionally he would inquire after the cow's health, pronouncing the word 'ke-ow', after a manner of some of the country people.

With admirable good nature did Hartly bear all these silly attempts to wound and annoy him. I do not remember that he was even once betrayed into a look or word of angry retaliation. "I suppose, Hartly," said Jemson, one day, "I suppose your lady means to make a milkman of you." "Why not?" asked Hartly. "O nothing; only don't leave much water in the cans after you rinse them—that's all!" The boys laughed, and Hartly, not in the least mortified, replied, "Never fear; if ever I should rise to be a milkman, I'll give good measure and good milk."

The day after this conversa.ion, there was a public exhibition, at which a number of ladies and gentlemen from other cities were present. Prizes were awarded by the Principal of our Academy, and both Hartly and Jemson received a creditable number; for, in respect to scholarship, these two were about equal. After the ceremony of distribution, the Principal remarked that there was one prize, consisting of a medal, which was rarely awarded, not so much on account of its great cost, as because the instances were rare which rendered its bestowal proper. It was the prize for heroism. The last boy who received one was young Manners, who three years ago, rescued the blind girl from drowning.

The Principal then said that with the permission of the company, he would

relate a short story. "Not long since, some scholars were flying a kite in the street, just as a poor boy on horseback rode by on his way to mill. The horse took fright and threw the boy, injuring him so badly that he was carried home, and confined some weeks to his bed. Of the scholars who had unintentionally caused the disaster, none followed to learn the fate of the wounded boy. There was one scholar who had witnessed the accident from a distance, who not only went to make inquiries, but stayed to render services.

This scholar soon learned that the wounded boy was the grandson of a poor widow, whose sole support consisted in selling the milk of a fine cow of which she was the owner. Alas! what could she now do? She was old and lame, and her grandson on whom she depended to drive the cow to pasture, was now on his back, helpless. "Never mind, good woman," said the scholar, "I can drive your cow!" With blessings and thanks the old woman accepted his offer.

But his kindness did not stop here. Money was wanted to get articles from the Apothecary. "I have money that my mother sent me to buy a pair of boots with; but I can do without them for a while." "O, no," said the old woman; "I can't consent to that; but here is a pair of cow-hide boots that I bought for Henry, who can't wear them. If you would only buy these, giving us what they cost, we should get along nicely." The scholar bought the boots, clumsy as they were, and has worn them up to this time.

Well, when it was discovered by other boys of the Academy that our scholar was in the habit of driving a cow, he was assailed with laughter and ridicule. His cow hide boots in particular were made matter of mirth. But he kept on cheerfully and bravely, day after day, never shunning observation, and driving the widow's cow, and wearing his thick boots, contented in the thought that he was doing right, caring not for all the jeers and sneers that could be uttered. He never undertook to explain why he drove a cow; for he was not inclined to make a vaunt of charitable motives, and furthermore, in his heart he had no sympathy with the false pride that could look with ridicule on any useful employment. It was by mere accident that his course of kindness and self-denial was yesterday discovered by his teacher.

And now, ladies and gentlemen, I appeal to you, was there not true heroism in this boy's conduct? Nay, Master Hartly, do not slink out of sight behind the black board! You are not afraid of ridicule, you must not be afraid of praise. Come forth, come forth Master Edward James Hartly, and let us see your honest face!"

As Hartly, with blushing cheeks made his appearance, what a round of applause in which the whole company joined, spoke the general approbation of his conduct! The ladies stood upon benches and waved their handkerchiefs. The old men wiped the gathering moisture from the corners of their eyes and clapped their hands. Those clumsy boots on Hartly's feet seemed prouder ornaments than a crown would have been on his head. The medal was bestowed on him amid general acclamation.

Let me tell a good thing of Jemson before I conclude. He was heartily ashamed of his ill-natured railery, and after we were dismissed, he went with tears in his eyes and tendered his hand to Hartly, making a handsome apology for his past ill manners. "Think no more of it, old fellow," said Hartly, with delightful cordiality; let us all go and have a ramble in the woods before we break up for vacation." The boys, one and all, followed Jemson's example; and then we set forth with huzzas into the woods. What a happy day it was!

We find the following exquisite school song in that noble educational Journal, the New York Teacher.

GENTLY TOUCH THE HARP-STRINGS.

BY MISS S. A. BROWN.

Gently touch the harp-strings of the deathless soul;
Tones of heavenly music yield to thy control.

Softly, softly, mortal, for an angel strain
Lingers there full often; bid it thrill again.

Seraph spirits watching from their starry throne,
Note how thou art sweeping chords of deepest tone.

Should thy hand unskillful, wake one jarring strain,
In the deepest anthem it will swell again.

Sweetly swell the chorus, smooth the voices blend;
To those tones is given life without an end.

The Poor Shepherd Boy.—The Rev. John Brown, when a poor shepherd boy, conceived the idea of learning Latin and Greek, and having procured a few old books, actually accomplished the task while attending his cattle on the hills. So successful was he, that some of the old superstitious people in the neighborhood concluded that he must have been assisted by an "evil spirit." On one occasion he went to Edinburgh, plaided and barefoot, walked into a bookseller's store, and asked for a Greek Testament. "What are you going to do with a Greek Testament?" said the bookseller. "Read it," said the boy. "Read it!" exclaimed the skeptical bookseller, with a smile; ye may have it for nothing if ye'll read it." Taking the book, he quietly read off several verses, and gave the translation, on which he was permitted to carry off the Greek Testament in triumph.

The moon, when magnified a thousand times—a power much beyond what is ever actually applied to the whole body of the moon—would still be in effect 240 miles from us; and a railroad car, in order to reach the moon in a month, or thirty days, must travel 8,000 miles a day.

QUESTIONS.

1.—If any number whatever be multiplied by 9, the figures of the product, however transposed, will in all cases be exactly divisible by 9. Required, the reason.

2.—If the figures of the product be added together their sum will be divisible by 9. Why?

3.—At what point between the earth and sun must the moon be placed, in order to be attracted equally by both?

4.—Suppose its orbit to be suddenly changed so as to pass through that point, what would be the result on the moon's motion?

Editor's Table.

THE gladsome song of "Harvest Home" is ringing through the land as we sit down to our monthly chat. The timely rains which were falling as our last issue went to press, speedily drowned the mournful cry of short crops, and now the happy belief seems general that we are to enjoy a harvest of more than average abundance. Many a deep thanksgiving has ascended to God for His unexpected mercy.

The terrible war cloud, in the meanwhile, grows darker; the allied forces have suffered a costly repulse before Sevastopol, and the end of this frightful war seems still more remote and uncertain. A prominent English paper estimates that twenty years, at least, will be necessary to conclude the contest. What eye does not involuntarily close against such a scene of blood as must stretch itself along this vista of years? How much of England's power and civilization will survive the desolations of such a struggle? and when the dove of peace shall fly again over the fields of the dead, where will then be that "balance of power" which is the ostensible pretext for this bloody struggle? Who shall answer questions such as these?

—— The papers come to us sprinkled plentifully with notices of examination scenes and college commencements. Of the thousands who are annually added to the list of titled literati in the land, why is it that so few are ever found afterwards in the ranks of our really educated men? A grave question for our teachers to solve.

In our own State, the commencement at Albion is said to have been worthy that flourishing and popular school. Eleven young ladies graduated from the female college.

The Monroe Female Seminary had also an interesting time. An anniversary address was delivered by our talented townsman, U. Tracy Howe, Esq.

—— A correspondent asks: "Is the sentence, 'you had better not go,' correct according to the rules of grammar?" No; the phrase has evidently sprung from the careless or ignorant attempt to restore the abbreviated expression, *you'd* better not go, in which the *'d* is a contraction of *would*, and not of *had*. With this agrees the view of Webster, expressed in his quarto dictionary under the word *had*.

—— The solution sent us of the equations, x^2 *plus* $y=7$, and x *plus* $y^2=11$, is incorrect, in that it assumes that the values of x and y are numerically equal and differ only in their signs, and it will give the true value of only one of the letters except by substitution.

SCHOOL LIBRARIES.

The suggestion has reached us from various sources, that the Journal may be made do important service to the cause of education in our State, by lending its aid to secure a better selection of books for our township school libraries. Reaching, as it does, every school library in the State and going directly

into the hands of those whose duty it is to purchase the books for such libraries, many of whom are too remote or too much engrossed with business to give the requisite studious attention to the selection of proper books, and are compelled to make their choice during a hasty visit to the bookstore, or the equally hasty visit of a book peddler, it is thought that a careful recommendation of good and valuable books may not only receive attention, but will contribute essentially to improve the character and usefulness of the libraries. Yielding, with some hesitation, to what seems a call to duty, we shall henceforth publish monthly, if circumstances favor, a list of books suitable for school libraries, with the names of the publishers of such books; and we pass our pledge to the school inspectors that we will recommend no book which we have not thoroughly examined, and whose literary merit and moral teachings are not such as to render it not only a safe but also a valuable addition to any library.

We may, perhaps, sometimes name books that are already on the catalogues of some of the school libraries, and we shall pass by many standard works whose value is generally known. Teachers should pay some attention to the matter of school libraries and aid by the recommendation of good books, to revive the public interest in them.

HARPERS, Publishers, N.Y.

Abbott's Napoleon Bonaparte, 2 vols. This is a noble work, and is tolerably well known already, having been published in Harpers' Monthly. It is of unsurpassed interest, and though a history of war, inculcates strongly the love of peace.

Prescott's History of Ferdinand and Isabella. A delightful and authentic history of an interesting epoch in the annals of our continent.

PHILLIPS, SAMPSON & Co., Boston.

May-Flower, by Mrs. H. B. Stowe. A book of tales full of home felt interest and wholesome instruction, of healthful and happifying tendencies.

Wayland's Intellectual Philosophy. A valuable popular treatise.

GOULD, KENDALL & LINCOLN, Boston.

My Schools and Schoolmasters. The autobiography of Hugh Miller the eminent and self-made Scotch geological writer. An excellent and captivating book.

MASON BROTHERS, N. Y.

Life of Horace Greeley, by Parton.

CHAS. SCRIBNER, N.Y.

Home Life in Germany, by C. L. Brace. A book at once interesting and useful. It gives a clear idea of the Germans in Germany.

A. S. BARNES & Co., N.Y.

Page's Theory and Practice of Teaching. Northend's Parent and Teacher. These books ought to be indispensable in every school library.

Cyclopedia of Biography. Hand-Book of Universal Geography. The World's Progress. These books have been noticed in previous numbers. There

are eight volumes in this set of Home Cyclopedias—five, besides the above named. The following belong to the set: Cyclopedia of Literature and the Fine Arts,—a most carefully compiled dictionary of definitions of the terms common to literature and the fine arts. We judge this book to be of great value as a book of reference, and well calculated to promote the understanding and love of learning. It would find much use in a library.

Europe Past and Present. A manual of European geography and history. Its value as a book of reference must be at once perceived.

IVISON & PHINNEY, N.Y.

The American Debater. This book should have a place in the school libraries as a work of reference. It might help to give much more of order and correctness to the proceedings of school meetings, &c.

—— We would ask attention to the advertisement of Dr. Cutter's works on physiology and anatomy. They are tried and valuable text books for schools.

PRIZE ESSAYS.

IN order to increase the interest and value of the Journal and to bring into useful exercise some of the talent that lies hidden and unsuspected amongst the teachers of Michigan, the Editor offers the following prizes:

1.—For the best Essay on "Education—its Aims and Methods," not to exceed five pages of the Journal, a splendid copy of Shakspeare, in one large octavo volume, bound in antique style, and gilt Value, seven dollars.

2.—For the best Essay on Primary Teaching, the same as above.

3.—For the best Poem on some educational theme, not to exceed three pages of the Journal, the same.

4.—For the best Educational Tale, the same.

The prize articles to be published in our January number for 1856. All competitors for these prizes must send their communications to the Editor before the first of December next, without signatures, the names of the authors being sent in a separate envelope and sealed. The prizes will be awarded by competent umpires chosen by the Editor, and all articles sent will be at his disposal. A copy of the Journal for the year 1856 will be sent to every unsuccessful contestant whose article is accepted for publication.

—— We shall publish with the September number a magnificent catalogue of premiums for those who shall aid us in obtaining subscriptions for 1856. These premiums will embrace a large list of the best works in the English language, and will be offered on terms of almost unprecedented liberality. We hope to accomplish no little good by scattering freely over Michigan books of sterling value, while we leave no stone unturned to secure for the Journal of Education a circulation commensurate with the interests it subserves. Next year must be a year of educational triumphs.

—— We just received, within an hour of the time for our last sheet's going to press, a reply to J. R. B's. article in our last issue.

We have received and examined several pamphlets relating to the controversy between the publishers of Webster's and Worcester's Dictionaries. We have a decided opinion on the questions in debate, but have refrained from any expression of that opinion through the pages of the Journal, because we have been unwilling to repress by the mere *vis inertia* of an editorial chair, that freedom of debate essential to the discovery of truth. We have moreover felt that our limited space might prove quite too small for the purposes for which the Journal was established, if we by our own example should invite controversies. We imagine that the mass of American scholars have not yet reached that extreme fastidiousness of literary taste (pretended to by some of our eastern Literati,) which finds matter of stormy debate in the difference between *traveller* and *traveler*, or between *centre* and *center*. The real merit and utility of a great book should be decided on quite other grounds than some slight variations in a thing so variable in itself as the English orthography.

Literary Notices.

ELEMENTS OF PHYSIOLOGY. By PROF. *J. R. Loomis*. Sheldon, Lamport & Co., N. Y., Publishers.

A book of moderate size, but embracing all really essential in a text book for schools, on the subject of which it treats. The arrangement seems philosophical, the divisions perspicuous, the descriptions, in general, plain, though in some instances, in language, a little too technical, the plates and illustrations excellent, and the paper and typography of the best character.

STODDARD'S ARITHMETICS. Sheldon, Lamport & Co., N. Y.

This series embraces a Juvenile Mental Arithmetic, the American Intellectual, Stoddard's Practical, and Stoddard's Philosophical Arithmetics. These books bear a high reputation amongst teachers, and the Intellectual, especially, has received high encomiums from some of the best teachers in our State. They are excellent books for the school room, and will bear the test of use.

HIGH SCHOOL LITERATURE. Published by A. S. Barnes & Co., N. Y.

This compilation, designed as a reading book for our higher classes and schools, was made by Messrs Monmonier and M'Jilton. It contains selections from a long list of the world's best writers, and has been highly approved by those who have used it. It gives a glimpse at the literature of the world, such as is afforded by no other reading book in our knowledge, and contains, of course, a vast variety of matter.

HEATHEN MYTHOLOGY. By *M. A. Dwight*. A. S. Barnes & Co., N. Y.

The mythology of the Grecians and Romans is so closely interlinked with the history and literature of the world, that some knowledge of it is indispensable to any scholarly familiarity with either that history or literature. We have seen no book so convenient in size, that contains so full and elegant exposition of mythology as the one before us. It will be found at once a most interesting and a most useful book to any one who wishes an acquaintance with the splendid myths and fables with which the great masters of ancient learning amused their leisure and cheated their faith.

GRADUAL LESSONS IN GRAMMAR, OR GUIDE TO THE CONSTRUCTION OF THE ENGLISH LANGUAGE. By *D. B. Tower*, A.M. Daniel Burgess & Co., N. Y.

We noticed, some months ago, a First Lessons in Grammar by this author, and have examined the book before us with some interest. The steps by which the pupil is led on from the knowledge of a noun to a comprehension of a full English sentence, with all its modifications, seems to us admirably arranged and expressed, and, if followed according to the author's directions, must speedily conduct the pupil to a familiar and comprehensive acquaintance with the structure of the language. The analysis of the verb is, in our thinking of it, more conservative than correct.

MICHIGAN

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MORALS IN PUBLIC SCHOOLS.

One of the chief dangers threatening the success of our public schools, is the difficulty of securing a sound and sufficient moral influence to be exercised upon the pupils. No wise or christian parent will long continue to send his sons and daughters where their moral principles are liable to be corrupted, and their manners depraved by vicious associations. It matters not with what liberal expenditure we may erect large and beautiful school houses, or provide learned and skillful teachers, if the influence of the low and vile is allowed to contaminate the atmosphere of the play ground, the children of the better classes of society will soon be withdrawn, and the public schools will come to be regarded as a public charity, offering the blessings of education to the idle and degraded, but never to be entered by the offspring of the industrious and upright. That the instruction given is of the most approved character, and free of cost, will not weigh much with the parent who has any just regard for the moral well-being of his child.

It cannot be concealed that private schools receive their chief support from those who fear to expose their children to the contaminations of the public school companionship. It is not the wealthy and the aristocratic alone, as is often charged, that sustain these private academies and select schools; no small proportion of their pupils are children of poor and pious parents, who cheerfully make the sacrifice of the price charged, to give to their sons and daughters a wholesome moral education.

It is in cities that this danger to the public school is chiefly experienced; for in cities the widest extremes of moral character find themselves side by side, and and in no place as in cities can the wicked so securely and efficiently exert their power to tempt and ruin. A gentleman of much eminence informed the

writer that even in Boston, whose public schools are of the highest character, he had felt compelled to take his children from those schools for fear of the immoral influences prevalent in them.

The common school in the country is more immediately under the observation and control of the people, and is free from the presence of those pupils found only in cities, who, although yet in childhood, are ripe in vice and falsehood. Remote from the poisonous atmosphere which overhangs life in large towns, from the crowding contact which fills the young mind with a premature experience, and excites it to a preternatural growth, the common school in the country is the abode of pure and peaceful moral influences; and the teacher, instead of the perplexed ruler of a teeming population of rampant juvenility, finds himself the *vice-parent* of a quiet family circle, where his sole eye may mark every action, and his single influence is enough to control every development. In the country, the parent knows every associate of his child, and may easily guard him from the pernicious influence of any evil companion; but, in the city schools, the children meet first in the school room, and each one is left free to choose his own associates as his fancy may dictate, and here the brazen boldness, which passes with children for true bravery, and the wicked recklessness which simulates everything free and generous, captivates the unwary, and sways the public sentiment of the play-ground with an unquestioned authority. The child, abandoned to the companionship of, the parent knows not whom, with the strong bent of his native depravity, yields easily to the evil that so strongly besets him, and falls a victim, while his busy parents scarcely suspect he has been exposed.

It may be difficult to suggest a practical remedy for this dangerous tendency of large public schools, but the very difficulty argues the urgency of its necessity. It seems to me that the very perpetuity of these schools depends upon the safe solution of the question of their being made free from immoral tendencies. Public enthusiasm may be roused to endow, and, for a time, sustain them, but if moral pollution is found to lurk through their magnificent halls and play-grounds, parental affection will soon take the alarm, and they will be left, like educational alms-houses, to be occupied only by those who are too poor or too degraded to find a home elsewhere.

As it was the purpose of the present writing to lift the warning cry, rather than to indicate the direction of safety, we shall but briefly hint at what seems to us the true remedy for the evils we are discussing.

1.—The employment of teachers of not only pure but active moral principles—and if of devoted christian piety so much the better—men and women who will not only keep themselves free from stain, but will tirelessly strive to secure purity in all around them. And it should be added, that when such

teachers are obtained, they should be allowed freedom to work out the convictions of their own consciences. No cry of sectarianism must be allowed to frighten them from their task. They have a noble and mighty work to perform, and they must be permitted to lean as closely as they will upon the arm of Omnipotence, and to arm themselves with all the weapons to be found in God's free Word.

2.—Pupils who are hopelessly depraved and who cannot be restrained by the ordinary methods, should be removed from the school. They are fit subjects for a reform-school, and should not be suffered, like so much evil leaven, to corrupt the whole mass of pupils about them. Some of the worst schools would become quiet at once if one or two ringleaders in vice could be removed. No parent can claim the privilege of the public school, for a child subject to some contagious disease; why should he be permitted to send there a boy reeking with contagious vice. The public school can never be made a safe place for the children of the honest and upright, while ungoverned and depraved youth, from the very homes of vice and crime, are allowed to mingle unquestioned and unwatched in its classes.

3.—All the exercises, of either the school-room or play-ground, should be under the eye of the teacher. The pupils should not be admitted to the school premises till a certain fixed time, a few minutes before the school hour, and should at once pass under the control of the teacher. The play-ground should be furnished with gymnastic apparatus, and the pupils divided into classes, according to strength or agility, each under the lead of a competent monitor, and all under the care of the teacher, should spend the hour of relaxation, not in idle lounging or in mischievous games, but in a well arranged series of happy, healthful, and innocent exercises. In this way the physical would be trained as well as the mental; and the moral nature reinvigorated by this wholesome and harmless play, and the sensibilities quickened by the fresh flow of life and vigor would lend to the moral lessons of the school-room, not the impatient inattention of a tired body, but the quick and cheerful hearing of a willing and joyous spirit.

PLASTER OF PARIS is said to be one of the best non-conductors of heat, and is valuable, therefore, for lining refrigerators or fire-safes. If the walls and ceiling of a room be covered with a thin coat of plaster of Paris the room will be warmer in winter and cooler in summer.

The mode in which this property of plaster was discovered shows the value of thinking. A blacksmith of New Jersey, finding that water could not be made to boil in a dish in which he had mixed some plaster, thought that if heat would not go through plaster into water, it would not into books. This thought or discovery he sold to a safe-maker for $800.

THE IMAGE OF GOD.

BY J. M. G.

"So God created man in his own image."—*Bible.*

Not form erect and front serene,
Not eye of light, and kingly mien,
Not these that image bore;
As well paint canvas with red fire;
Matter would shrivel, life expire,
To bear the form of Heaven's Sire—
To wear a look God wore.

Not in that deathless spirit part,
That reason-gifted, thinking heart,
That conscience-guided soul;
The mind is but the marble stock,
The image lost, it lies a rock,
Its broken fragments do but mock
Its wond'rous primal mould.

But "God is LOVE," changeless and free,—
Love sweeping through infinity,
A living ocean-tide;
Stretching beyond Creation's shore,
Along the far For-ever-more,
Grand, wise and holy, o'er and o'er,
Beyond our thoughts' last stride.

As mirrored image to the face,
The primal man gave back the grace,
From might, and mind and heart.
Love swept like music through his soul,
Held Passion's host in charmed control,
Binding in one grand God-like whole,
Each happy power and part.

Love soaring upward e'en to God;
And sweeping downward to the clod,
Blessing the mighty whole;
A holiness like burning fire—
A life that never may expire—
A grandeur mounting ever higher—
The key-tone of creation's lyre,
God's signet on the soul.

ACCORDING to the official statistics of 1851, 1852 and 1853, the population of Great Britain write and send by mail four letters while our people write one. Each thousand persons in Great Britain write on the average 14,760 letters annually, while each thousand of the population of the United States write 4,151 or only four letters to each man, woman, and child in the country. In London, there are forty-one letters written to each individual, while in New York there are twenty-three. This is according to the report of 1852.

THE most happy man is he who knows how to bring into relation the end and beginning of life.

NEW YORK STATE TEACHERS' ASSOCIATION.

EDITOR MICH. JOURNAL OF EDUCATION,

Dear Sir:—The annual meeting of the above body has just closed. It has never been my good fortune to attend any of its former gatherings, and I am not therefore prepared to institute comparisons between the present and the past, but certainly there was in the session just closed, much encouragement to the teachers of the Empire State, and to the Profession every where. The attendance was large and embraced members from every section of the State, and of both sexes. The proceedings were generally characterized by as much harmony and decorum as is compatible with entire freedom of discussion, and the earnestness of men who prize the truth, and have decided opinions as to what it is, and where it lies. If any exception is to be noted, it is furnished in the discussions affecting that most agitating subject, "Woman's rights." On this topic I have only a single remark to make, and that by way of advice. When the weather looks squally in this direction in Michigan, get an indiscreet friend or a wary foe of the reform to advocate the nomination of a woman for president. It brings out the conservative element beautifully. I have seen it tried.

There was very little debate of a professional character, the amount of business and the time required for the several addresses rendered it impossible. One business item it may be worth while to mention, *i. e.* the appointment of a permanent committee of one from each Judicial district, to confer with the State Superintendent of Public Instruction, and render all possible assistance in securing such legislative action as the interests of education may require. It was well said by ex-Gov. Seymour, who was invited to occupy the platform, among other interesting and forcible remarks, that it was only for teachers to use their legitimate influence, and they would soon obtain entire control of legislation upon this subject. The appointment of the above committee is a step in the right direction. The addresses were generally excellent. I cannot say as much of the talk of the deputy Superintendent, but I was pleased to hear him say that the plan of his remarks had been hastily formed, and further reflection will, I trust, materially modify his views of the character of the education the State is bound to furnish. Between the views he assailed and those he advocated, the teachers of the State, if compelled to choose, would, I doubt not, adopt those of Gerrit Smith. If the State cannot legitimately provide for the youth of our land an education which aims at higher results than the mere augmentation of material wealth, then in the name of all that is elevating and ennobling to humanity, let the business of education revert exclusively to those heaven-appointed guardians of the young who may safely recognize and har-

moniously develop the threefold but inseparable unity in human nature, of body, intellect and soul.

The address of Prof. Jones, President of the Association, was full of practical thought and good advice. He insisted upon the necessity of adaptedness in the individual to his duties, and very clearly illustrated the doctrine in its application to the teacher; he also delineated the teacher for the times. He was followed in some off-hand remarks by Ex. Gov. Seymour, who, though deprecating the unfairness of calling upon him to speak before teachers on matters pertaining to their own profession, nevertheless presented some thoroughly orthodox views in regard to the true aims of education.

Mr. Scott, of New York, read an admirably clear and compact essay, entitled, "Where do we Stand?" He gave a truthful exhibition of the somewhat popular cant which parades itself in petting the teacher and his profession in the public prints and on public occasions, while a corresponding social position and substantial tokens of regard are denied him. The remedies for this state of things were then set forth in a very forcible manner. His strictures on public examinations were a most timely warning. The means too often resorted to for securing a brilliant display upon examination day, not only exert a most deleterious influence upon the mental habits and hearts of pupils, but are fatal to all manhood and proper self respect in the teacher. He was followed in a strain of generous eulogy by Prof. Ormiston of the Toronto Normal School, who won golden opinions of the Profession in New York. I hope you will some day hear his voice in Michigan.

Prof. Davies discoursed upon the origin of numbers and their relations to the unit, and unfolded the methods of obtaining the units of distance, capacity, weight and time. Prof. Philbrick, State Supt. of Connecticut, addressed the Association on the art of teaching, under the four heads or principles, which the speaker claimed were involved in every work of art—the conception of the object to be attained—the materials to be employed—the modus operandi,—and, finally, the artist. I was not able to remain until the conclusion of his remarks. His ideas of correct processes of teaching were happily illustrated in the familiar branches of writing and reading. Here ended my personal knowledge of the doings of the convention. I have not attempted any details of its business transactions. They include, of course, efficient measures for the support of the professional organ, the New York Teacher.

Yours Truly, J. F. C.

PHILOSOPHY does not regard pedigree. She did not receive Plato as noble, but made him so—*Seneca.*

CLASSICAL STUDIES IN THIS COUNTRY.

THE following article, extracted from the *Christian Review*, is from the pen of one of our contributors, and, with his permission, we give it to our readers.

ANOTHER prevalent error which deters many persons from engaging in classical study to any considerable extent, is the idea that there is no progress in classical researches. Were this idea even well founded, it should not of necessity lead to such a result. The science of geometry, for example, has for a long time made very little absolute progress; yet the benefit of studying it, not only as a discipline of the mind, but also as an indispensable step towards the higher mathematical investigations, is apparent to every person of the slightest scientific attainment. But in philology the case is vastly different. The *dead* languages (as they are most unfortunately styled) may indeed in themselves be absolutely fixed, incapable of addition, or of diminution, or of any other change, but not so with our knowledge of them, and much less with our knowledge of the treasures to which they are the only key. The visible heavens have not greatly changed since the time when they were attentively studied in the plains of Mesopotamia by Chaldean shepherds, but the science of astronomy has nevertheless, as we believe, made some progress since then. The material for any study can not, from the nature of the case, undergo any very great changes. Our earth is not much larger or smaller than that on which Roger Bacon lived, and the materials of which it is composed are not widely different now from what they were then; yet we claim to have made some progress in the science of chemistry since his day. Nor has the contour of the earth's surface changed very much since the earliest historic period; yet the geologist claims to have learned much within fifty years respecting the physical history of our globe. So it is with the materials on which the philologist and the antiquary labor; and the results in like manner have been similar. Greek and Latin remain the same that they were years ago, but still they afford ample material for investigation. Let one take the most recent and thorough history of Rome, that of Dr. Arnold, and while reading it in course from the beginning, let him mark those passages where the historian so frequently says, here is something which we do not at present understand, and which subsequent investigation will doubtless set in a clearer light; to those instances where this remark is made, let one add an equal number of other passages where it might in truth be made; it will thus become apparent that what has already been done is but a small part of what remains to be done. Let one in the next place carefully compare this same history with any one which was written fifty years before it, and some view may be gained of the progress which has been made in only half a century.* To say nothing of the discoveries in other parts of Italy during this time, those which have been made in the vicinity of Naples alone would suffice to constitute an era in Roman life. The late researches in the Oscan language, and in the Etruscan antiquities, to which some of the best German scholars are now turning their attention, with so much zeal, may be taken as an earnest of still more valuable discoveries.

If one pass from Italy to Greece, we find fully as much progress to have

*Niebuhr's great work on Roman History was first published in 1811.

been made in our knowledge of that country within the last fifty years; nor does less now remain to be accomplished than in Italy. The researches of Leake will ever constitute an era in the study of Grecian antiquities. It may safely be asserted that our positive knowledge of this subject is two-fold what it was half a century ago. Who can estimate the value to the learned world of the Corpus Inscriptionum Grecarum, or of the Staatshaushaltung der Athener and the Attisches Seewesen? This latter work was published as recently as 1840, and the materials for it were furnished by Professor Ross of the University of Athens. These materials consist of inscriptions which were accidentally discovered in the year 1834, while workmen were engaged in digging for the foundation of the royal magazine in Piræus; and through the indefatigable labors of Ross and Boeckh a work has been produced on the important subject of Athenian naval affairs, which has thrown everything that ever preceded it entirely into the shade. The Staatshaushaltung der Athener was published in 1817. The learned author commences the preface in this manner: "Our knowledge of Hellenic antiquities has but just commenced. Abundant material is in existence, yet only a few know how to make use of it." Although Boeckh has so well understood how to make use of materials, he has himself advanced the work not far from its beginning; and were the date of his preface changed to the present time, his language might still remain true.

One of the most interesting projects in which the learned of Europe have recently been engaged, was set on foot not long ago by Professor Ross, now of the University of Halle. The plan was made known in the Neue Jahrbücher fur Philologie und Paedagogik, in August, 1853. As the announcement contains some interesting points which bear upon our subject, we will present some portions of it:

"For the increase of our knowledge of antiquity, much had recently been done by the excavation of ancient monuments. In Egypt, Assyria, and Babylonia, extensive researches have been undertaken by the Prusians, French, and English governments; and are still to some extent carried forward with the most brilliant success far surpassing anything of this sort which has hithero been undertaken in Greece. Indeed we seldom hear of any new discovery on Grecian soil. Since the restoration of the temples in Aegina, Phigalia, Carthaea and Olympia, and the labor expended on the Acropolis of Athens, as well as the researches in Asia Minor, scarcely any great, well concerted researches have been undertaken. It requires no argument to show how desirable it would be, for the enlargement of our acquaintance with ancient Greece, for the original examination of many important inquiries relating to the politics, literature, and arts of the ancients, that more numerous monuments in Greece itself should be brought forth from the protecting bosom of the earth. What service has Lord Aberdeen alone not rendered to the cause of learning by bringing to light the treasure-house in Mycenae!"

"Many places offer themselves for our researches with the surest prospect of remunerating our labor; as for example, Delphi, the treasure-house in Orchomenus, the Heraeum near Argos, the temple of Nemea, the Isthmian and the Epidaurian sanctuaries, besides many other places, but scarcely one other presents so sure a prospect of valuable scientific results as Olympia; since, in Olympia, as the great national sanctuary of the Greeks were accumulated, in a small space, monuments and other interesting objects of every description; architecture of different kinds and times, sacred edifices, temples, shrines of heroes, altars, treasures, theaters, the stadium, the hippodrome, and other structures: here stood hundreds, nay thousands of bronze and marble statues, both of gods and men,* and the most various votive offerings. For political and literary history, however, Olympia, excites peculiar expectations, in that, here on the most sacred spot in Greece, and under the protection of a divine peace, were placed

*The elder Pliny estimated that in his time there were yet three thousand statutes in Olympia.

stone and bronze documents respecting contracts of the most varied description between the single states (as we learn from Thucyd., v. 47.); also votive inscriptions, epigrams, and other *monumenta literata*. Of these single specimens have been washed up through the accidental favor of the waters of the Alpheus. What light may we not expect from this source for the history of literature, of art, and of states!"

"To all this must be added another advantage. Where an ancient place has been occupied without interruption to the present day, as Athens, Thebes, Eleusis, Megara, etc., there the continual necessity of obtaining new materials for building has led to the destruction of an incalculable amount; but Olympia has the advantage not to have been inhabited. It is therefore to be supposed that since its downfall, the ruins (except such as were of costly material) have remained on the spot, and are only covered with earth. This is proved by accidental discoveries of articles made of bronze; and by the inconsiderable excavation which was made with so much success by the French government."

"Winckelmann has already enlisted much interest in the plan of an excavation at Olympia; but Greece, which is separated from Italy only by the Ionian sea, appeared at that time to be farther removed from western Europe than the new world appears at the present day. The French researches scarcely deserve the name. They resulted in uncovering some portions of the temple of Zeus, and this discovery seemed a sufficient reward. The Greek government also has hitherto done nothing towards clearing up the Olympian plain. Its finances are demanded on all sides in the newly growing state. Olympia threatens still to remain a closed book, sealed with seven seals; and yet are the seals of these documents, important as they are to the past history of Greece, so easy to be opened! A more favorable locality for an excavation could not be imagined. Olympia lies a few hours from the sea, directly on the shore of a navigable stream, and opposite to the over-populous island of Zante; so that workmen, provisions, and the necessary instruments and materials for carrying on the work might easily be transported thither."

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"Should the amount of the contributions exceed our high expectations, or should it, as we by no means hope, fall below them, then the Greek government is desired, in the former case, to undertake some other similar work, together with the excavation of Olympia; in the latter case, some smaller work, as for example, the clearing out of the treasure-house in Orchomenus, or the second treasure-house in Mycenae."

The Jahrbücher, for March, 1854, contains the announcement that the sum contributed is insufficient for the project of making excavations at Olympia; and that it will consequently be expended for the same purpose at Mycenae.

We have presented the above, not for the sake of showing the failure of a brilliant project, but because it gives some idea of the researches which are yet without doubt to be made in Greece, and of the results which may confidently be expected therefrom. It suggests also what every historian knows full well, that our knowledge of the most interesting nations of antiquity, like that of the earth on which we dwell, and of the physical universe, is yet far from complete and satisfactory, is in fact still in its infancy. Nor need we despair of obtaining additional light in the one case more than in the other. As the history of nature is written only in scattered fragments and obscure lines, which are often concealed beneath the earth, and can only be read by the patient, thoughtful and persevering student, so the history of many races, which have lived upon the earth, and acted an important part, still lies in fragments, half concealed by the rubbish of centuries, or half defaced by the hand of time. But these precious relics shall be exhumed; the scattered fragments shall yet be brought together; and that which is now illegible shall yet be deciphered. This may not at all happen in our day, but it will yet be done; and the fact will yet be acknowledged that the intelligent and immortal races which have inhabited our earth, form a subject of study not less interesting and instructive than the physical earth itself.—*Christian Review.*

For the Journal of Education.

WEBSTER'S DICTIONARIES.

MR. EDITOR,

Dear Sir—In your July number, I notice, under the above caption, a communication signed, "J. R. B.," with the apparent candor of a portion of which I am pleased, while there are other parts of it which lead me to infer that the writer has derived his impressions, unconsciously perhaps, from the statements of those whose pecuniary interests have led them to assume an attitude of hostility to the lexicographical works of Dr. Webster. That he has so received his views is apparent from his having transcribed statements made by such parties, and which, I am assured, the publishers of Webster's Dictionaries have either shown to be erroneous, or satisfactorily explained. Thus he affirms that "Messrs G. & C. Merriam themselves have not followed Webster in all their published works." I recollect seeing a statement by these gentlemen, who are extensive publishers of Law Books, in reply to this, that in re-publishing an English Law Book, written in the last century perhaps, they had not thought it expedient always to modernize the orthography, there being a sort of black letter antiquity about such a work, as well in its orthography as its quaint or legal phraseology, which good taste would leave undisturbed, and hence their practice in this particular case is very unfairly cited, to show that they do not cordially approve of the Websterian Orthography. What publisher of good taste would think of issuing Chaucer in a modern dress? Yet this law book usage differs hardly less from Worcester, than Webster, as it retains the *u* in honour, favour, &c.; and so of other particulars, in which Worcester appears to have copied features of Webster's system.

And so of Mr. Irving's letter; a very satisfactory answer having been made to it, from which it appears that motives of the highest delicacy led to the course which, before he was cognizant of these facts, gave undesigned offence to Mr. I. Your correspondent, I am sure, must have been unacquainted with this explanation, or he would not have practised the unfairness of withholding it, and I can only regard it as proof that he derived his views and statements from a prejudiced medium.

However, as J. R. B. remarks, our object here, regarding the educational interests of Michigan, is simply to secure the best Dictionaries for our Schools, having "neither pecuniary interest nor literary reputation at stake." I agree with him, that if an individual can afford the expense, it is well to own not one only, but several English Dictionaries. Each may give some shade of meaning to a word, or embody some excellences not found in the rest. Yet I think your correspondent will agree with me, that if a person can own but one (and few can find it necessary to possess more,) he had better get the *best*, all things considered. Especially is it important, as we consult a Dictionary mainly to learn the *meaning* of words, that we adopt for our own standard the Dictionary whose *definitions* are the best. The superiority of Webster, in this respect, to all other English lexicographers who have ever written, is, I believe, almost unanimously conceded. One fact appears to me conclusive on this point. In all our courts of justice, throughout the United States, whenever, as is often the case, the whole matter at issue may turn upon the precise meaning of a single word, in a contract or other legal instrument, Webster's

Dictionary is universally cited as conclusive authority, and no other lexicographer, or but very rarely, *is* so cited. I never recollect to have seen Worcester referred to in such a case, while such reference to Webster is of constant occurrence. Hon. JOHN C. SPENCER, recently deceased, formerly Secretary of State and Superintendent of Public Instruction for the State of New York, U. States Secretary of the Navy, &c., and one of the most eminent jurists the country has ever produced, has said of Webster's Dictionary, "It is unquestionably the very best Dictionary of our language extant. It is a model of copiousness and precision; and its great accuracy in the definition and derivation of words gives it an authority that no other work on the subject possesses. It is constantly cited and relied on in our Courts of Justice, in our Legislative bodies, and in public discussions, as entirely conclusive."

It is constantly so cited in our Courts in Michigan. Thus, in Sibley v. Smith *et al*, 2 Gibbs' Mich. Repts. p. 503, Webster is quoted as authority, and I am sure any of our prominent lawyers will confirm my statement, that they often cite, and cite only, Webster.

Were it not for trespassing too largely upon your columns, I should like to transcribe, from Webster's and Worcester's School Dictionaries, almost at random, a few cases of the same words, with their definitions, as given by each author, that your readers may judge of the comparative merits of these works in this particular. I will quote but two or three, which I have seen thus placed in juxtaposition:—

Webster's High School.	*Worcester's Comprehensive.*
Mango, n. a fruit of the East pickled; a pickled muskmelon.	*Mango, n.* a fruit; a pickle.

An apple is "a fruit;" an orange is "a fruit;" yet neither is a mango. A cucumber preserved in brine is "a pickle;" yet it is not a mango. A "pickled muskmelon" *is* a mango.

Malt, n. barley steeped in water and dried.	*Malt, n.* grain steeped in water and dried.

But corn, or wheat, or oats, are "grain," and may be "steeped in water and dried;" yet the product is not malt.

Webster's Academic.	*Worcester's Comprehensive.*
Man, n. mankind; the human race; the whole species of human beings; a male individual of the human race, of adult growth or years; a word of familiar address; one who is master of his mental power; a moveable piece at chess or draughts.	*Man, n.* a human being; mankind; a male of the human race; a husband; a servant; a piece at chess, draughts, &c.

Let us analyze Worcester's definition again. Man is "a human being." A woman is "a human being;" ergo, a woman is a man. Man is "a male of the human race;" a boy of three years is "a male of the human race;" ergo, a boy three years old is a man.

While, however, Webster's superiority as a definer must thus be conceded, it appears to me there are reasons, not less conclusive, with regard to other

points, why we should adopt him as our standard authority. And here I cannot agree with J. R. B., that it is expedient to place in our schools different and conflicting authorities in orthography, pronunciation, &c. Such a course, it seems to me, must inevitably confuse and perplex the scholar, not satisfy and guide him. How can he be supposed competent to decide between the conflicting claims of disagreeing authorities. If his Reading, or other text books, adopt one standard orthography, and his Dictionary another, will he not fail to have any settled notions or practice whatever? Is not a uniform standard, consistent with itself, among all his text books, more important than this or that particular mode of spelling?—especially if that system which he adopts is already and evidently destined yet more to become, the prevailing method?

If the above principles are correct, the following facts, susceptible I believe of entire demonstration, it appears to me fully justify the views expressed in the Report of our State Teachers' Association.

1. The usage of living writers in Great Britain, and of those now passing from the stage in this country, is exceedingly unsettled, hardly any two writers agreeing together, and the same writer often inconsistent with himself. Even the standard of London, which Mr. Irving professed to adopt some years since, his American publishers do not at all follow, but adopt Webster far more than European usage, where they differ.

2. The young, or the generation now being trained in our common schools, and who are necessarily to determine the national usage in these matters, are under the sanction of the educational influence of the country, receiving that training conformed to Webster. A very large proportion, at least *four-fifths* of all the School Books, (the only works in respect to which the question of Orthography is carefully considered,) published and sold in America, avow Webster as their standard in Orthography, as well as other matters; and of the remainder, few acknowledge *any* standard.

Almost the entire list of text books used in the schools of Michigan, follow Webster. Of Reading Books, M'Guffy's, Town's, Sander's, Denman's, Weld's, Parker's, and others, follow Webster. Shall we not be consistent with ourselves? *Over one million* copies of Webster's Spelling Book are sold annually, and so pass into the hands of as many children; while those of the writers I have named, count by hundreds of thousands more.

3. The educational influence and intelligence of the country are essentially given in the same direction. Nearly every State Superintendent of Public Instruction in the Union, or corresponding officer, where such an one exists, has recommended Webster's Dictionary in the strongest terms. Among these are those of Maine, New Hampshire, Vermont, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Ohio, Kentucky, Indiana, Illinois, Missouri, Michigan, Iowa, Wisconsin, Minnesota and Canada, *eighteen* in all. No such expression has been given concerning any other work.

4. The opinion of Michigan on this question has been expressed with a degree of unanimity and emphasis rarely accorded to any thing of the kind. Prof. Mayhew, our excellent State Superintendent of Public Instruction, has repeatedly expressed himself warmly in favor of the recognition of Webster as a National Standard, and is understood to favor a State purchase of a copy of the large work for each of its schools. Hon. Mr. Shearman, our late Superintendent, said "The work and the Series, must and will be introduced into

our Libraries, our Schools, and our Districts. The State Board of Education have adopted them in the State Normal School. The State has presented a copy to each of its offices. The Board of Education for the city of Detroit, last winter, unanimously asked an appropriation to place the unabridged work in its Schools. I feel a great interest that the North-West, which has taken such strides in the education line, should act as a unit in officially introducing the Dictionary into the schools, libraries and families of this section."

Prof. Welch, of the State Normal School, Gen. Cass, Senator Felch, and many others, have added the weight of their opinions, and the State Teachers' Association lend their endorsement.

It does not appear to me that your correspondent suggests any considerations likely to disturb the conclusion reached with such unanimity.

ONE OF THE EX. COM.

Parental.

WHAT SHALL MY BOY BE?

FEW questions press more gravely upon parents' minds than that of the future career and condition of their children. 'What shall be the fate of the little black-eyed damsel sitting upon my knee?' 'What position amongst his fellow-men shall that curly headed boy hold?' And the fond father and mother, if poor, dream of wealth for their little ones; if rich, of honor and rank.

Parental love desires for its offspring exemption from the trials itself has experienced, and enjoyment of all the good itself has failed to attain. Hence, he whose virtue and piety have grown strong under the discipline of poverty and trial, thoughtlessly hopes his children may never be subjected to like trials; and he who has mounted to wealth or honor by means of the very strength and economy which the struggles of an unprovided youth gave him, foolishly toils night and day, that his heirs may be pampered in ease, and may have something to boast of besides their own well-earned merits. Thus it happens, that in the revolutions of society,—revolutions which are ever exalting the humble and abasing the proud,—the very success of the parent is made to minister to the downfall of his children. The wheel of fortune knows no tangents, and he who from its hardly reached summit attempts to project his posterity along some imaginary tangential line of permanent prosperity, will only hasten their descent. The point of uniform progression lies at the centre and not at the summit of the wheel.

The aims and not the means of life for his children are the proper objects of a parent's solicitude. Seek not to make your boy a merchant or a professional man merely because of the superior advantages of position belonging to those modes of life. It is strength and not station that will lift him to a position of permanent prominence. To think otherwise is as if you should raise him to the altitude of a full grown manhood by stilts rather than by honest increase of stature.

Nor can you decide specially the calling he shall follow. David was bred as a shepherd — God made him a king. Moses was trained for the court of Egypt, and perhaps for its throne — Jehovah sent him forth forty years to tend sheep and cattle, and then made him the prophet chieftain of His people. Washington was brought up a farmer — Providence made him the General of his country's armies. Franklin learned the printer's trade — God made him his country's counsellor and ambassador—his genius made him a prince of Philosophers. Every day we see about us men educated as doctors becoming ministers, men trained to the law turning to trade, ministers becoming farmers, mechanics and farmers becoming lawyers or preachers; and the trades and professions abound in men destined by their parents for some other calling.

But though you cannot determine, unalterably, the business your boy shall follow, you can determine the standing he shall hold in whatever sphere he may be called to fill. By a narrow and niggardly culture you may condemn him to a life of inferiority and shame; or by a thorough and generous education you may plant in him the seeds of high success.

Whatever your boy shall be, let him be a man—a large hearted, liberal minded, christian man. And see to it that your girl becomes a pure, graceful, earnest and intelligent woman. Fill their hearts with noble aims and generous purposes. Teach them to believe that

> "Life is real, life is earnest,
> And the grave is not its goal."

Let usefulness, an earnest, toiling self-denying usefulness, and not rank or riches be their aim. Let them be trained as workers, not as idlers, in the wide world, then, whether as mechanics or monarchs, they will be crowned with a perennial nobility; the world itself will do them reverence, and their "works will follow them."

Then will they be happy too. A noble purpose is a well spring of joy, as well as a higway to honor. Its deep blessedness is better than gold, sweeter than fame, and nobler far than sounding titles or lofty station.

MILTON.

PROSPERITY is no just scale: adversity is the only balance to weigh friends.

EMPLOY GOOD TEACHERS.

As the time is approaching for the employment of the teachers of the winter schools, the attention of friends of education should be turned to the characteristics proper to be required in those who shall teach the youth of Michigan this winter. Let it be seriously remembered "as is the teacher, so is the school." True economy and the best interests of the children of our state demand that no ignorant or incompetent teacher should be employed, at whatever price. We quote the following excellent remarks from the recent annual report of Hon. H. H. Barney, State Commisioner of Common Schools in Ohio.

Parents and school directors can hardly commit a greater mistake, than to suppose that almost any one, with an indiffierent common school education, has intelligence and ability enough to mould properly the character of youth, and teach successfully even the rudiments of an English education. This fundamental error is mischievous in all its operations, and exerts a blighting influence upon one of the most important and dearest interests of the state. It involves an immense sacrifice of valuable time to our children, and lays the foundation of innumerable mistakes, blunders and bad habits, which will follow them through life.

In speaking of the Common Schools of Connecticut, some years since, Dr. Dwight declared that they consumed *ten years* in teaching *badly* what ought to be *well* learned in *two*, or, at most, in *three* years.

On the same subject, De Witt Clinton thus expresses himself: "Our system of Common Schools, with all its numerous benefits, is still susceptible of great improvements. Ten years of the life of a child may now be spent in a common School. In *two years* the elements of instruction may be acquired; and the remaining eight years must be spent in repetition or in idleness, unless the teachers of Common Schools are competent to instruct in the higher branches of knowledge."

To educate a child thoroughly, to develop in proper proportion all his mental faculties and capabilities, to imbue his mind with a just sense of moral obligation and duty, and make him feel that his true happiness consists in a strict adherence to the principles of justice, morality and religion, require attainments of the highest order; and objects of such great moment should never be committed to careless and unskillful hands It is a delicate and difficult task,—a momentous responsibility, to undertake the education of youth, even with mature years, ripe judgment, a thorough education, and with all the advantages derived from long experience and extended observation. The best interests of our children call for the employment of gifted, skillful, carefully trained, efficient, devoted teachers. And if school officers and parents will but insist upon having such, and no others, the demand will in due time furnish the supply.

Let the opinion, once so prevalent, be forever discarded, that almost any person if tolerably educated, can teach a good school; and let it be remembered that the instruction which the teacher imparts, whether right or wrong, and the principles which he inculcates, whether good or bad no coming time can

wholly efface. Let it become universal public sentiment; that no person should be intrusted with the education of the young, whose entire character it would not be proper to impress upon the plastic minds of those committed to his charge.

Let it also be remembered, that a teacher should know a great deal more than he is required to teach, and that his knowledge should be thorough and exact: that the fixed habit of his mind should be *accuracy* to a *hair's-breadth*, whether in the statement of facts, or the discussion of principles. If he attempts to solve a problem in mathematics, or to state anything pertaining to history, geography, or the occurrences of the day, he should always be right. Nothing short of this can command the respect and confidence of his pupils.

In the second place, a teacher should know how to *teach* what he *knows*, according to the method generally adopted in the best schools of the country. In the third place, he should possess such an amount of general knowledge, such a wide range of useful information, as would enable him to stand above his subject, and survey it in all its relations. In the fourth place, he should not only possess an accurate and thorough knowledge of what he is required to teach, with much additional information, and be well acquainted with the best methods of instruction, and with everything relating to the management of a school, but he should also possess excellent *common sense*, a sound judgment, great self-control, and extensive knowledge of human nature.

He should understand the influence of motive, comprehend the economy of the passions, and be well acquainted with the avenues to the human heart. He should know how to remove prejudice, conciliate esteem, and excite attention. He should be able to soothe or arouse, to restrain or stimulate; and finally, he should be so well acquainted with the faculties and powers which he is to educate, develop, and brace with proper discipline, as to be able to touch the right spring, with the right pressure, and at the right time,

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CHILDREN.—No man can tell but he that loves his children how many delicious accents make a man's heart dance in the pretty conversation of those dear pledges; their childishness, their stammering, their little angers, their innocence, their imperfections, their necessities, are so many little emanations of joy and comfort to him that delights in their persons and society; but he that loves not his wife and children, feeds a lioness at home, and broods a nest of sorrows: and blessing itself cannot make him happy.

I remember a great man coming to my house at Waltham, and, seeing all my children standing in the order of their age and stature, he said: "These are they that make rich men poor." But he straight received this answer: "Nay, my lord; these are they that make a poor man rich—for there is not one of these whom we would part with for all your wealth."—*Bishop Hall's Life.*

THE smallest children are nearest God, as the smallest planets are nearest the sun.—*Jean Paul Richer.*

HABIT in a child is first like a spider's web—if neglected, it becomes a thread or a twine, next a cord or a rope, finally a cable; and then who can break it!

Professional.

A TEACHER'S DUTY TO HIS PROFESSION.

Teacher, what have you done — what are you doing or purposing to do for the noble and responsible profession in whose ranks you at present stand? Know you not that the fundamental interests of the State rest in the keeping of the Educators of the State? If the measure of power is the true measure of duty, how vast the responsibilities that belong to the teachers of our State! No class in society are wielding so silent and yet so potent an influence upon the fortunes of Michigan as the men and women who rule in its school houses. Again, then, fellow teacher, let us ask what are you doing for the elevation of the character and influence of your profession? Are you ever seen at the teachers' conventions? Have you sought to secure or aid the organization of the teachers of your vicinity? The meetings of teachers are amongst the most efficient agencies of educational progress and reform. They are full of the promise of good to the communities in which they gather, and to the State at large. The organization of the Michigan Teachers must precede any liberal reform in Michigan Schools.

It matters though you are but temporarily in the profession. Your faithfulness here will but presage your faithfulness and success in another calling. Read and ponder the following just and beautiful thoughts from the pen of a distinguished Massachusett's teacher, Geo. B. Emerson.

Every man is bound to do something for his calling, something to raise its respectability and advance its usefulness. Every teacher can do, and must do, something for his. If, of the generation now coming upon the stage, each individual could number among his friends but one instructor who should be a man of learning and of worth,—intelligent, cultivated, and refined, just and generous; one to whom, in prosperity, he would go for the pleasure of his society, in difficulty for counsel, and in adversity for sympathy and aid,—the public feeling towards the teachers of the next generation would be very different from what it is now, in many parts even of this country. If every individual could feel that there was something of great value in his own character which he owed directly to the influence of a teacher, something which made him a more energetic, and a higher and happier being, he would feel a respect for that teacher which would naturally be extended to the class to which the teachers belonged. If he could remember that the happiest days of a happy childhood were spent under the eye of a gentle, wise, father-like friend, that rememberance of happiness would be associated with the image of that venerated friend. If the successful man of business could trace the germ of his love of order, of his exactness and his despatch, to the habits installed

by a teacher, he could hardly fail to associate him with the sources of his prosperity. If the ripe scholar could ascribe to the faithful disipline and influential example of a learned master, his having made a right beginning, he would not fail to share with him something of the praise of his maturity and distinction. If the devoted man of God could remember that his early piety had received an upward impulse from the earnest and affectionate urging of a kindred spirit; if the Christain mother, leading her children in the right way, could look back to the time when the clear line of her duty was pointed out by one who felt that it was a part of his duty to prepare her for the holy office of maternity, would that man of God or that Christain mother regard teachers with indifference?

Is it not, my friends, because we do so little of what we ought, because we fall so far short of our duty, because we do not leave our mark deeply engraved on the character of our pupils, that we are not more highly esteemed.

LETTERS TO A YOUNG TEACHER—2D SERIES, No. 5.

DEAR TEACHER:

Having discussed *what* you should read, I turn next to consider *how* you should read. And first, it occurs to me to affirm that *the manner of your reading is fully as important as the matter.* The bee gathers honey from the commonest and meanest flowers, and so likewise he who reads rightly, extracts wisdom, from whatever book. The trained and careful reader escapes even the evil of the bad book he may unwarily peruse, while from a good book he draws a double portion of good. Like a strong stomach his mind extracts nutriment from the poorest food, while the unskillful reader, like the dyspetic, gets nothing but damage from the best. If you but learn to read wisely you can scarcely fail to read profitably.

Next, as your method of reading will be determined mainly by your motive, the true purpose of a course of reading deserves a passing remark. That you should read for information rather than amusement is but a truism, but it should be remembered that reading for information does not preclude amusement. The acquisition of knowledge is always pleasant, and no one derives a deeper or more permanent delight from the companionship of books than he who comes seriously to question them for truth, and lingers thoughtfully over their pages. Just as the quiet and deep communings of friendship are sweeter than a mere gossiping chat with a passing acquiantance, so is the slow perusals of a true reader more joysome than the rapid glance of him who reads only for pleasure.

But the word *information* does not express the whole of the true aim of reading. The desire to *know* what will satisfy a chance awakened curiosity or to *know* what will enable you to shine with a borrowed light on some pas-

sing occasion, or what has excited your admiration in the possession of another, will never lead you to any just or systematic manner of reading. Be persuaded that there are great and glorious truths worth the knowing, truths, the knowledge of which expands and ennobles the soul that knows them; that the great masters of human thought have penetrated, with almost superhuman effort, the deepest treasuries of truth and have, with gigantic labors, clothed their discoveries with strong and polished speech, and that your own soul's highest joy and well being demands the knowledge of these truths, and you will open your books with a solemn and earnest energy of purpose that will give you the best success.

Read Slowly. This rule is especially important at the outset of your course. Your rate of progress will increase with the increase of your knowledge and strength, till like Robert Hall or Daniel Webster you may devour a volume at a single sitting; but at the beginning read slowly. Consume a year if necessary with one book; you will read the next with equal thoroughness in a month. To read too rapidly is as if you were to examine the soil and civilization of England, while passing from London to Liverpool on an express railroad train. A confused succession of ideas which are soon forgotten are the only fruits. Every really great author thinks much more than he writes: it is his crowning thought alone that he records, yet around this recorded thought a thousand others cluster in close connection, so that the suggestions of a good book are often as rich and valuable as its written ideas. These suggested thoughts are all lost to the hasty reader, and to him the book is poor and dry, while to the slow reader it is rich and grand. The former finds but one book in many; the latter finds many books in one. The former learns far less than is written; the latter far more. The one runs along a silent forest path cut through tangled thickets and over-shadowed with trees; the latter marches midst the play of celestial music, through a magnificent avenue, skirted on either hand by splendid and far reaching vistas, while to his keen sense, forest glades and flowery dells send up their tribute of fragrance and of song. The rapid reader closes his book as one leaves a company of strangers, whom, having met for an hour, he willingly parts with and forgets forever; the slow and thoughtful reader closes his book as upon a company of noble and familiar friends who will frequently re-visit him in his hours of sober thought, and the pleasant memories of whose intercourse will haunt him his life-time. As an exemplifying fact, I believe that those who read "Uncle Tom's Cabin" as it came out in weekly numbers, and who were thus compelled to pause often in its perusal, saw much more of its beauty, and felt far more deeply its power than those who read the volume in haste after it was finished.

I must defer other remarks till another month. SENIOR.

EDUCATE THOROUGHLY.

THE following opinions of modern educationists on this subject collected by Hon. Mr. Barney, of Ohio, in his annual report, should be deeply pondered by every teacher and parent.

It is essential to the highest success in teaching, especially in the elementary schools, that whatever is taught should be impressed again and again upon the mind of the pupil, until it shall be thoroughly wrought into his understanding as well as his memory. For, whatever is worthy of being taught at all, is worthy of being taught accurately and thoroughly; and whatever is worthy of being learned at all, is worthy of being learned perfectly and remembered permanently, otherwise it should not be found among the appointed studies of the school.

"The habit of forgetting some things when attention is turned to others, especially in the earlier stages of education, is so great an evil in itself, and so discouraging to the learner, that it is far preferable for him to know perfectly, and retain easily and securely a part, than to have so many studies, that each, in turn, passes through the mind as clouds sweep through the sky." The want of attention to this important principle, renders the knowledge acquired in school exceedingly insecure, causing many things to fade from the memory in order to make room for others. Let the pupil, therefore, at the very commencement of his education, understand that he is to be benefitted, mainly, by what he learns and remembers, and not by what he learns and immediately forgets, and never allow him to think that he has learned a lesson perfectly till he can explain it clearly and intelligently to others, and readily recall it at any future time.

Another principle equally important with the foregoing, is "to make sure of what has been once learned, either by constantly reviewing it, or by frequently using it in the subsequent part of the course, or both. It is also essential that every review should be conducted in some new way, so that the same principle shall reappear under ever varying forms. The novelty of its new phases will keep up a fresh interest in the mind.'

It is not essential to good education and proper mental discipline, that the field of study should be very large, but it is indispensable that every inch of it should be thoroughly cultivated; for the reason that a few subjects, fundamental in their character, which are well understood and fully digested, are of far greater value than a large number hastily and superficially studied. Not only is the effect upon the mind better, but the value of the habit, as an aid to future acquisition, is vastly superior. If the first acquisition of the scholar be of a faulty character, all his subsequent acquisitions will, in all probability, be equally so.

In schools where education is estimated by the number of subjects studied, rather than by the amount of mental discipline secured, and the accuracy and security of the knowledge obtained, "the effort of the scholars seems to be, to store the memory with an immense mass of words and sentences, which are to them little better than the words of a dead language, or with a great number of facts without understanding their nature, relations or uses. The minds of such scholars are like furniture rooms, crammed with articles without utility or order. The acquisitions made are not deeply and securely fixed in the mind. The ob-

jects presented to view leave no distinct impression. They are not compared, classified and arranged into a system by the intellect of the pupil, and consequently the memory holds them by a slight tenure. Knowledge thus acquired is too superficial to deserve the name, and rather injures than improves the mind. It tends to weaken the understanding, to destroy its soundness and integrity, and to render it incapable of those decisive and sure acts which are necessary to command reliance. What is chiefly to be aimed at in training this faculty is to give it power and precision, so that it may be both effective and safe in its operations. Such a result can be produced only by patient, exact, and thorough training."

"Systematic and efficient mental training is a primary object of education, to which the acquisition of knowledge is but secondary. The latter is, in the earlier stages of study, chiefly important as a means of mental discipline, having, at the same time, a true but subordinate value"

"It is much better for a student to be able to master a few studies well, than to be hurried through a large number in that superficial manner so popular at the present time; for the object of education, in its first and earlier processes, is not so much to impart a given amount of learning, as it is to form correct habits of study, and secure the power of future acquisition. This object should never be overlooked, for it lies at the foundation of all success with the scholar and the man of business."

"The success of the student depends not so much upon the extent of his acquisitions as upon the manner in which they have been made. A few subjects properly studied afford more real mental discipline than a score hastily and superficially pursued. In the former case, the acquisitions are wrought more deeply into the mind, and converted, as it were, into its own substance."

"Though elementary knowledge be limited, if it be well chosen, and used chiefly as a means of intellectual training, it will constitute a solid and secure basis, on which the acquisitions of a whole life may safely rest."

"If every exercise in the school were such in its disciplinary character that it might serve as a pattern to be copied in all the remaining studies and business of life, this one feature in a system of education would be so valuable that, in comparison with it, all the superficial and ostentatious attainments made without method or discipline, would be of little account."

"Habits of order, of accuracy and thoroughness, lie at the foundation of all success in business no less than in scholarship."

"This building up of the solid framework of the mind, giving it capacity and aptitude for vigorous and systematic action, is a principal object of education. A contrary course impairs the strength of the intellect, weakens the whole foundation of character, begets disgust with intellectual effort, and produces just such a character, as it is the business of education to guard against."

"Not only should the number of studies be diminished, but the extent to which each is usually pursued in the primary schools, should be abridged. It is of but little use to proceed far in studies in that superficial manner so common in many schools. If the plan be well laid out, and the studies properly arranged, the more labor bestowed upon the elementary part of each, the better will it be for the future progress of the learner."

"Subjects which require a certain amount of preparatory knowledge, and maturity of judgment in order to be understood, fail of their object when prematurely introduced, and lose, perhaps forever, the power of creating inter-

est in the mind. It matters not how important and useful in themselves such studies may be; they can be more advantageously pursued at a future time."

"*Thoroughness*, therefore, *thoroughness*, for the sake of the knowledge, and still more for the sake of the habit, should, at all events, be enforced; and a pupil should never be permitted to leave any subject, until he can reach his arms quite around it, and clench his hands on the opposite side."

"It is of far more consequence to give the mind a degree of power, which it shall be able to apply to any future study when needed, than it is to store it with any conceivable amount of learning."

TEACHERS' INSTITUTES.—These Institutions are prominently mentioned, because our school legislation seems to award to them a preference, even over Normal Schools, as the best and most available agency for the preparation of Teachers. Their history is a striking illustration of a great want finding its own remedy. Of late years, all quarters of the State, and especially those where the schools were in the best condition have sent forth a loud demand for teachers, possessing not only the requisite learning, but also the pratical skill for teaching others. In the absence of Normal Schools, those who proposed to qualify themselves to teach, invoked the voluntary principle. Associations were formed and the services of gentlemen long engaged in the art of instruction, were secured; classes organized; drills as resolutely pursued as at a military school; the best methods of teaching the different branches tested by discussion and experiment; a generous enthusiasm in all the details of mental and moral development cultivated; in short, Teachers' Institutes sprung into existence, and have continued during the last ten years to increase in numbers and influence.

In Ohio, especially, they have not been allowed to become too technical in their exercises, but have been diversified with such a degree of scientific, literary, and social interest, as to attract general attention and attendance. A Teachers' Institute affords intellectual recreation to the community in which it is held, similar to that produced by a course of lectures, except that the former is comprised in a few days or weeks, instead of extending over months.

The Art of Instruction is thoroughly attained, only by long experience, founded upon a natural aptitude; and hence the most effective lecturers at these Institutes are entitled to liberal payment for their services. As soon, therefore, as the General Assembly became satisfied of the beneficial influence of such sessions a law was passed for their encouragement,—at first, in a few northern counties, but now made general in its provisions,—which authorizes appropriations by the county authorities in certain cases. No more judicious measure for the interest of education in Ohio can be suggested at the present juncture than efficient and cheerful aid to that agency, which experience shall show to be the best means of securing and training teachers. We can say, without irreverence,—"the harvest is great, but the laborers are few." Our High Schools, powerfully aided by the colleges of the State, will furnish candidates, let us hope, in sufficient number, and if Teachers' Institutes, commanding the best practical skill in the whole country, can efficiently supply the art—the professional skill and tact so indispensable in the care and culture of youth—then will the entire machinery of our system of public instruction, move forward with celerity, with energy, and with most satisfactory results.—*Ann. Rep. of Com. Schools of Ohio.*

TEACHER'S CHARACTERISTICS.—An interesting paper lately read before the United Association of Schoolmasters of Great Britain, contains the following generalizations:

1.—Teachers of limited capacity, or whose command of language is limited, invariably teach best with text-books, or by the individual system of instruction.

2.—Men of fervid imagination, having a great command of language and enthusiasm of character, almost invariably become superior teachers.

3.—Decision of character almost invariably forms an element in the qualifications of a superior teacher.

4.—Men who are deficient in general knowledge and enthusiasm of character are generally bad teachers, even though they may possess great technical acquirements.

5.—An earnest man imbued with the love of children is rarely a bad teacher.

6.—The love of teaching is generally associated with the capacity for it, but the converse does not generally hold true.

7.—A man of superior teaching powers teaches well by the rational method. But he will always teach best by that method which is suited to his peculiar capabilities.

8.—Men generally teach badly when they attempt to teach too much, or when they do not duly prepare their lessons.

9.—Presence of mind and that self-confidence which is based on self-knowledge are essential elements in a good teacher's character.

10.—Success in teaching is more dependent upon the capabilities of the master for teaching than upon his technical acquirements. Teaching power is not always associated with superior talents or acquirements.

Official.

STATE TEACHERS' INSTITUTE.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
Lansing, August 7th, 1855.

APPLICATIONS in accordance with the provisions of law having been received at this Office from the following places and their vicinities, and the same being regarded by this Department as eligible, the undersigned would hereby announce that a series of State Teachers' Institutes, to commence on the evenings of the days (named below, and to continue in session *ten working days*) severally, will be held as follows, viz:—

At Detroit, beginning August 27th;—at Romeo, beginning September 10th;—at Flint, beginning September 24th;—at Grand Rapids, beginning October 1st;—at Niles, beginning October 15th;—at Coldwater, beginning October 22d.

Utility of Teachers' Institutes.—Teachers' Institutes have received the earnest approval of eminent educators since their establishment in this country, nearly fifteen years ago. They constitute an efficient agency both in providing well trained teachers for the school-room, and in cultivating an intelligent and active public sentiment in favor of education. Wherever they have been properly conducted, the people have been awakened to a livelier interest in the education of their children, and a marked im-

provement in the character of the instruction given in our primary and higher schools, has been apparent. That this series of State Teachers' Institutes may be productive of great public benefit, it is earnestly requested that all good citizens will lend whatever aid or influence they can to insure a full attendance of the Teachers of the State. And all persons contemplating the charge of schools the ensuing season, it is hoped will avail themselves with alacrity of the benefits here offered, and attend some of these Institutes from the *beginning* to the *close* of the session.

The Board of Instruction will be composed of able and experienced Teachers and Lecturers, and will include Members of the Faculty of the Normal School, and other literary institutions of the State.

Local Committees.—It is desirable that a Committee of active friends of the cause should be immediately appointed in each place where an Institute is to be held, with whom the undersigned may confer, and who may materially aid in making the necessary local arrangements for the successful prosecution of the enterprise.

Lectures and Instuctions Free.—All the expense which Teachers and others attending the Institutes will need to incur, will be for board, which in some instances I am assured will be at considerably reduced rates, and especially for ladies, of which due notice will be given by the Local Committees; or, at least, information may be had touching the matter by application to them.

IRA MAYHEW,

Superintendent of Public Instruction.

Youths' Department.

UNCLE JOHN'S LETTERS.—No. 6.

My Dear Boys and Girls:

A pleasant vision hovers before me as I sit down to write to you this month. Methinks I see many groups of happy youths, coming from their vacation sports and rambles, and gathering cheerfully in the old school-rooms again, with ringing laugh and shouts that alarm even the spiders who have had those silent rooms all to themselves during these long weeks. Happy! happy youth! How pure and delightful the employments before you! How rich and noble the privileges that surround you! You are in the "valley of diamonds," and may gather as many as you will of jewels which, when polished by the trials and experiences of future life, will make you rich in a wisdom which is nobler and better than wealth.

Many a story of vacation rambles through fields and woods, of birds and berries and fish, you are doubtless telling and hearing, till you are ready to wish there were no more schools, and that it could be vacation forever. Now, my good boys and girls, if you will, you may make your school days just as happy as the pleasant vacation time.

First, then, banish at once from the school-room, as far as you can, all thought and all talk of everything but your books and studies. Empty the heart of everything else, and then see how many sweet things knowledge has to give you. How foolish would be the boy who should neglect the ripe fruit of this year and cry for that which will not grow till the next. There are

real solid pleasures in the school room, but you need not expect to get them while planning other pleasures, no more than a boy can expect to catch the bird just before him while he keeps gazing at the one in the top of a far off tree.

In the next place study diligently.

It may seem strange that I should think hard study pleasant; but so it is. Those terms are always pleasantest and pass away seemingly quickest in which you study hardest, and those boys always tire of school the soonest, who study least. Do you not enjoy your games most when you play with the most activity and vigor? Well, the mind loves active and vigorous exercise as well as the body. A lazy idler on the play-ground is never happy. The boy who runs fastest, shouts loudest, and springs like a cat at his sport, is always the merriest boy on the play-ground. So he is the happiest boy in school who studies like a hero. Besides, hard study makes lessons easy. Who would attempt to lift a heavy stone at arm's length and on the ends of his outstretched fingers? He would tug and sweat in vain just as the idle scholar will who attempts to get a hard lesson with only a little study. The hard lesson, like the heavy stone grows lighter as you get nearer.

Bring your whole heart and mind to school. Do not leave any part at home. It is the whole-hearted scholar who becomes the really great man. Try it, little friends; leave everything else out of the school-room, and bring the whole mind in, and see if this will not prove the happiest term of school-life.

UNCLE JOHN.

LENGTH OF HUMAN LIFE.—Buffon thought that he discovered a proportion between the time of growth and duration of life. But he did not accurately measure the time of growth, which modern anatomists have fixed with more precision.

Investigations show that the basis of his rule is correct in the main, but that the true proportion is a multiple of five:

Man grows for	20	years	and lives to	90 or 100
The camel,	"	8	"	"	40
The horse,	"	5	"	"	25
The ox,	"	4	"	"	15 to 20
The lion,	"	4	"	"	20
The dog,	"	2	"	"	10 or 12
The cat,	"	1½	"	"	9 or 10
The hare,	"	1	"	"	8
The Guinea pig,	7 mos.	"	"	6 or 7

Death before 100 years is premature, according to this theory; and the writer divides the the periods of human life thus:

The first ten years of life are infancy, properly so called.

The second ten is the period of boyhood.

The first youth is from twenty to thirty; and from thirty to forty the second youthful term.

The first manhood is from forty to fifty-five. The second from fifty-five to seventy. This period of manhood is the age of strength, the manly period of of human life. After that, comes the beginning of old age. From seventy to eighty-five is the first period of old age; and at eighty-five the second age begins.

DIAMETER OF THE STARS.—Great diversity of opinion now exists among astronomers as to the diameter of the stars. If, says M. Arago, we should take for their discs such as they appear to the naked eye, certain stars would be 9,000,000 leagues in diameter—equal to 27,000 times greater than the sun—and the most moderate calculation would be 1,700,000.000. Herschel's last calculation was that of Arcturus, a diameter of nearly four millions. If the apparent diameter of two seconds and a half, assigned by Herschel to the Goat, was real, the mass of that star must be more than 14,000,000 times greater than that of our sun. But there is no certainty in this, nor anything to question that our sun is a star. The sublime plea in the Holy Scriptures that the Creator had made all with number, weight and measure, is followed by Plato, who called it the geometry of the Heavens.

Haller, the friend of Newton, believed that the stars were all of the same magnitude—that of the sun; and that difference of distance only caused the apparent difference of size. The number of stars visible by means of a telescope of 20 feet of focal distance, may be more than 500,000,000. It is affirmed by Arago that there are certainly stars in the firmament whose distance from the earth is 344, and even 970 times greater than the stars visible to the naked eye. See what a conclusion this leads us to. It is admitted that light, with the velocity of 77,000 leagues a second, takes three years to reach us from the nearest star, And there are stars 377 and even 970times more remote. Then there are stars whose light does not reach us until after nine hundred years—an infinite in distance as well as it is in numbers.—*Farmer and Mechanic.*

TREES FROM SEED.—A few years ago we made a large collection of the seed of shade and ornamental trees, both deciduous and evergreen, and planted with much care, but not a seed did vegetate. This season we have found out what was the matter; we planted too deep. It is well known that in the pine regions of Georgia, this has been a great mast year, and we now find everywhere where the winged seeds have met the surface, they have thrown out roots and begun the form of a tree. They had no planting but what nature gave them, and dame nature is a tolerable horticulturalist. We invariably plant tree seed; just soil enough to preserve the moisture is all that is necessary.

An ornamental tree grown from seed, may be made any thing the cultivator wishes it.—A fruit tree grown from seed is most likely to be healthy, and may prove a new and valuable variety. It has been a question of time with most of us; we could not wait for tree seeds to form trees. A pine seed will make boards in twelve years. Apple seeds will make fruit-bearing trees in four years. Peaches and plums in two years. The China-tree seed will make a shade tree in four years. A man may have a forest or an orchard from seed, if he will. Even the acorn and hickory may be planted with profit. Plant tree seeds, reader, and you will be astonished at the work of your own hands in a few years.

Exchange.

IDLENESS is the stupidity of the body, and stupidity the idleness of the mind.

THE greater part of men have no opinion, still fewer an opinion of their own, well reflected and founded upon reason.

During the Revolutionary war, Gen. Lafayette, being in Baltimore was invited to a ball. He went as requested; but instead of joining in the amusement as might be expected of a young Frenchman of twenty, he addressed the ladies thus: "Ladies, you are very handsome; you dance very prettily; your ball is very fine—but my soldiers have no shirts." This appeal was irresistible. That ball ceased. The ladies went home and went to work, and the next day a large number of shirts were prepared, by the fairest hands of Baltimore.

Scene in Court.—Judge.—Bring the prisoner into court.

Pete.—Here I is, bound to blaze, as the spirits of turpentine said when it was all a-fire.

Judge.—We will take a little of the fire out of you. How do you live?

Pete.—I ain't particular, as the oyster said when they axed him if he 'd be fried or roasted.

Judge.—I don't want to hear what the oyster said, or the turpentine either. What do you follow?

Pete.—Anything that comes in the way, as the locomotive said when he run over the little nigger.

Judge.—We do n't care anything about the locomotive. What 's your business?

Pete.—That 's various, as the cat said when she stole the chicken off the table.

Judge.—That comes nearer the line, I suppose.

Pete.—Altogether in my line, as the rope said when it was choking the pirate.

Judge.—If I hear any more absurd comparisons, I will give you twelve months.

Pete.—I am done, as the beef-steak said to the cook.

Judge.—Now, sir, your punishment shall depend upon the shortness and correctness of your answers. I suppose you live by going round the docks.

Pete.—No, sir, I can 't go round the docks without a boat, and I hain't got none.

Judge.—Answer me; how do you get your bread?

Pete.—Sometimes at the baker's and sometimes I eat tater.

Judge.—No more of that stupid insolence. How do you support yourself?

Pete.—Sometimes on my legs, and sometimes on a chair.

Judge.—I order you now to answer this question correctly: How do you do?

Pete.—Pretty well, I thank you, Judge. How do you do?

Judge.—I shall have to commit you.

Pete.—Well, you've committed yourself first, that 's some consolation.

When a noble life has prepared old age, it is not the decline that it recalls, but the first days of immortality.

He that preaches gratitude pleads the cause of God and man; for without it we can neither be sociable or religious.

Scholars.—No one can be made a scholar; almost all persons can make themselves scholars. Labor saving machines do not apply to the mental world in the same sense as to the physical. It is not among vast libraries, surrounded by numerous teachers and professors, that prodigies of learning are produced. The person who in youth learns to exercise his own powers of mind, is sure to turn out a scholar, and a useful practical man, if he lives to the middle period of life. If he does not learn to think for himself, as well as to read books and receive facts from others, he will never become really learned. Who ever heard of a scholar made by lectures, or by teachers in any form? Has not every scholar who has yet appeared in the world become such by his own efforts—by personal applications—by the patient and persevering use of the machinery within him? Who ever heard of a hereditary learning, or of ideas manufactured like cotton cloth—by steam or water power? The history of American colleges for the last ten or twenty years fully proves that students who perform the most mental labor for themselves, and not those who hear the greatest number of professors, make the strongest and most valuable men. A large library is another facility in education, which by abuse is likely to do injury to students. A great reader, and especially a miscellaneous reader, is seldom a good scholar or a useful man. He may have a large mass of materials collected, but he has no power to use them, either for himself or his fellow men. His mind is a mere lumber yard, and himself an intellectual miser—a blank in the beautiful and harmonious creation around him.—*Selected.*

Mechanics.—The following beautiful extract is from Bulwer's celebrated play, entitled the "Carpenters of Rouen." It is a high compliment to mechanics:—

"What have they not done? Have they not opened the secret chambers of the mighty deep, and extracted its treasures, and made the raging billows their highways, on which they ride as on a tamed steed? Are not the elements of fire and water chained to the crank, and at the mechanic's bidding compelled to turn it? Have not mechanics opened the bowels of the earth, and made its products contribute to our wants? The forked lightning is their plaything, and they ride triumphant on the wings of the mighty wind. To the wise they are flood gates of knowledge, and kings and queens are decorated by their handiwork. He who made the universe was a great mechanic."

Proficiency in knowledge is not to be estimated by the *number* of books which are read, but by the *kind*. "There is no worse robber than a bad book" is the doctrine of an Italian proverb, and according to which, the man who has a large collection of worthless books may be said to be in the midst of so many robbers. A man may become blind by reading, and yet be comparatively ignorant. It is only by reading thoroughly a few good books, and weighing their statements of facts, and reflecting on the lessons of virtue they inculcate, that we become wiser and better.

The rich fool is like a pig that is choked with its own fat—fit only for the shambles,—*Chinese Saying.*

RAVAGES OF WAR.—It was calculated a few weeks ago, that since the Russian war commenced, the number of deaths in the English army had been 15,000, in the French 30,000, in the Turkish 120,000, and in the Russion 250,000, making a total killed 415.000, being about 1,000 a day since the war commenced. Arrange these in a single file, and place them half a yard apart, and they would extend a distance of one hundred and seventeen miles. And while this vast array of immortal beings have been deprived of life and hurried into the eternal world, a very much larger number have been deprived of their natural protectors, and have been made widows and orphans.

CANON OF CRITICISM.—The Cardinal de Retz asked Menage, one day, to give him some idea of poetry, that he might be able to form a sort of judgment of the mass that was brought to him.

"Sir," said Menage, "this is a matter that would occupy more time than you could spare; but I'll tell you what you may do. Whenever they read any of their poems to you, say, 'That's very bad'—you'll seldom be wrong.

THE TRUTH.—God is the author of truth, the devil is the father of lies. If the telling of a truth should endanger thy life, the Author of truth will protect thee from danger, or reward thee for thy danger. If the telling of a lie will secure thy life, the father of lies will beguile thee of thy gains, or traduce the security. Better by losing of a life to save it, than by saving of a life to lose it. However, better thou perish than the truth.—*Quarles.*

A STUPID SCHOOLMASTER.—A pedagogue relates a laughable story of one of his scholars, a son of the Emeral Isle. He told him to spell hostility.

"H-o-s-e, horse," commence Pat.

"Not horse-tility," said the teacher, "but hos-tility."

"Sure!" replied Pat, "an' didn't ye tell me, the other day, not to say hoss? Be jabers, it's wan thing wid ye wan day, and another the next."

WE find, on examination, that in the good and evil of human nature, the good so far abounds that we are not in the habit of noticing it, while the evil strikes us precisely on account of its being the exception. If nothing is perfect, nothing is so bad as to be without its compensation or its remedy. What spiritual riches are there in the midst of the evils of society! how much does the moral world redeem the material!

A man wrote Dr. Francis the following note:

"Dear Doctor—I caught cold yesterday, and have got a little horse. Please write what I shall do for them."

The following was the answer.

"Dear P.—For the cold take a pound of butter candy. For the little horse buy a saddle and bridle, and ride him out the first time we have fair weather."

Editor's Table.

WANT of space compells us to forego a purposed chat with our readers. The same cause forbids the continuation this month of our catalogue of library books.

Our list of premiums for 1856 must also be defered another month. We have not yet been able to complete our list as we desired.

STATE TEACHERS' INSTITUTES.—Before this number reaches the reader, these Institutes will have begun. Their number, times, and places may be found in the official notice, from the Superintendent of Public Instruction, we publish this month. Let them be thronged by the teachers of Michigan. Let them be made to inaugurate a new era in our educational progress. The Superintendent himself will be present, with Profs. Welch, Jackson and Fisk, of the Normal School, and other gentleman of distinction both from our own and other states. We would suggest to school directors the opportunity these Instituter will afford them to secure good teachers for the winter schools.

Prominent towns which have failed to secure an Institute this fall should at once resolve to make application for one of the Spring Institutes.

MICHIGAN AGRICULTURAL COLLEGE.—The affairs of this new State Institution are making progress and much enthusiasm is beginning to prevail throughout the State in regard to it. It will be a strictly manual labor school, each pupil, if in health, being required to labor at least three hours a day. A fine farm of 673 acres, embracing almost every variety of soil and timber, has been purchased at the price of $15 per acre. It is located three miles east of the State Capitol at Lansing. The Board of Education meet early in September inst, to consider plans for buildings, &c.

OBITUARY.

IT is our melancholy task to chronicle the death of another teacher. JARED C. WARNER A.B., principal of the union school, east Saginaw, died August 9th, at the house of Dr. C. T. DISBROW, east Saginaw. Passing the house of our friend Dr. D. at an early hour, we knocked at the door, while our traveling party waited a moment in the street, and, shocked with sadness, were led to the bed-side of the dying teacher. The manly form, which a year before had stood in our office with the blushing honors of his newly won Baccalaureate upon him, full of energy and hope, lay there before us the poor wreck of what he was — and within an hour, the eye which had kindled at our approach with a faint smile of recognition, closed in death.

Mr. WARNER was born at Haddam, Conn., December 3d, 1829, and was passing his 26th year when his life ended. He was the son of ELI WARNER, Judge of Middlesex Co. Conn., and both father and son were graduates of Yale College. He was winning golden opinions as an able and active teacher, and exhibited energy and talent which gave promise of a manhood of more than ordinary power. An intense application to study, which characterized him, was perhaps the procuring cause of his death.

ERRATUM.—Having some months since relinquished our last hope of ever getting out a number of our Journal free from all errors, we concluded, having used due diligence, to bide in silence the pardon or the reproaches of our readers; but one of the errors in our August number needs correction. The three lines at the top of page 268 belongs at the top of page 267.

"Quidquid corrigere est nefas
Levius fit patientia".—*Horace.*

—— We forgot to notice last month the copartnership formed by our friends Messrs. Cook and Raymond in the Bookselling business. Their card will be found amongst our advertisements.

—— A lady some time employed in teaching various kinds of painting and pencilling in the Barry Academy Vt., wishes to obtain a situation to teach the same in this State. Several other teachers, male and female, may be heard from by application to the editor.

☞ School wanted by a gentleman who has been engaged in teaching for several years, and who holds satisfactory evidence, both of character and qualification.

Address, stating salary, A. B. C. Box 392 Ann Arbor Mich.

ITEMS.

—— A large Quarto Dictionary is about to be issued by Dr. Worcester, to complete his series of Dictionaries. It will rival Webster's unabridged Quarto.

—— We see it stated that the new Hillsdale College will open the first Wednesday in Nov. and it is expected that two hundred students will be in attendance. The College edifice is 260 ft. front by 60 ft. deep, and four stories high besides the basement. Both sexes are to be admitted.

—— It is said that the pictorial illustrations alone for Colton's "American School Geography" cost about $9000, and the illustrations, maps, &c., for the entire series, upwards of $28,000.

—— The American Association for the advancement of Education, which was organized in Philadelphia in 1849, and of which Horace Mann, Dr. Nott of Union College, Bishop Potter of Penn., Prof. Henry of the Smithsonian Institute, Prof. Bache of the Coast Survey, and Henry Barnard of Conn., have been the successive Presidents, held its last annual meeting in New York city the last four days of August ult. No account of the proceedings have yet reached us. A paper on "the relations of common schools and colleges was expected from Pres. Tappan. The Board of Education of this city have voted to invite the Association to hold its next meeting here.

—— A new educational Periodical entitled The American Journal of Education and College Review, Henry Barnard and Absolom Peters, D.D., Editors, is about to be started. Terms $3 a year.

—— Dr. Wayland, for nearly thirty years President of Brown's University, has resigned his office. It is rumored that Dr. Caswell will be his successor.

Literary Notices.

GLEANINGS FROM THE POETS, for Home and School. Published by Crosby, Nichols, & Co., Boston.

When the sweet art of good reading shall receive the attention it demands in our schools, then this tasteful collection of poetry will be no unwelcome book in the school room. It well deserves a place at the fireside, embracing as it does, in a convenient compass, many of the gems of English poesy. For sale by Raymond & Cook.

THE JUVENILE CHOIR. By *George Kingsley*. Published by A. S. Barnes & Co., N.Y.

A good singing book for schools. We recognize among its pieces many with which we formed pleasant acquaintance in school. The music is generally well selected and various.

THE SCHOOL JOURNAL. Published by Crosby, Nichols, & Co., Boston.

A blank book "designed for the use of scholars, in which may be written down, at the close of each day, a record of the most interesting events." A few specimen entries are given as a guide to the young journalist. For sale by Raymond & Cook's.

PAYSON & DUNTON'S PENMANSHIP. in a series of neatly prepared copy books, may also be found at Raymond & Cook's.

WILLARD'S UNIVERSAL HISTORY. Published by A. S. Barnes & Co., New York.

Mrs. Willard's school histories, of which this is the largest, have long been standard works in American schools. The work of one of the foremost teachers in the land, it is happily adapted to class use Mrs. W. seems to have taught history *con amore*, and the devices with which she sought to aid the comprehension and memory, are alike ingenous and useful. Among these contrivances none is more admirable than her.

FRENCH TRANSLATION SELF-TAUGHT. By *Guillaume H. Talbot*. Crosby, Nichols & Co. Publishers, Boston.

This book is, as claimed by the author, the advent of a new system of teaching French. The learner is put at once to pronouncing and translating and for this purpose the book opens with a few chapters from John's Gospel, printed first with marks to aid the pronunciation, and then repeated with an interlinear translation. The book contains also paradigms and tables of the irregular verbs; but if other text books have too much of the grammar, this seems to us to have too little. In the hands, however, of a skillful and competent teacher, we fancy this book would be found an admirable one. Not having tested it in the school-room, we cannot speak positively of its merits. For sale at Raymond and Cook's.

THE AMERICAN TEXT BOOK OF AGRICULTURE. By *Chas. Fox*. Published by Elwood & Co., Detroit.

This is a Michigan book, being from a Michigan pen and press. Aside from this, it is one of the most interesting and useful books that has fallen into our hands this many a day. No topic relating to Agriculture has been left untouched, and on every topic, statements and principles of real value are offered the reader. It should be found on every farmers's table and teacher's desk.

BAKER'S CHURCH MUSIC, A COLLECTION OF HYMNS, TUNES, CHANTS, SENTENCES AND ANTHEMS. By *B. F. Baker*.

A new and valuable book for choirs, embracing many good things new and old. The lovers of music are invited to call at Raymond and Cook's, to examine and purchase.

PERIODICALS.

Harper's Monthly for August is a good number. The table of contents is full of attraction and the feast answers to the table. Though embracing some articles not to our taste, Harper's is nevertheless our chosen magazine. The Sept. number may now be found at J. A. Roys, Woodward avenue.

Arthur's Home Magazine for Sept. has been received. Arthur makes a good magazine, full of wholesome sentiment and sound instruction. We have not found a single sentence which may not be safely uttered at any christian fireside. Terms $2 a year; 4 copies for $5. Address T. S. Arthur, Philadelphia.

The United States Magazine, the largest dollar magazine we know of, holds on its way. Its articles abound in useful and interesting instruction. Address J. M. Emmerson, New York.

MICHIGAN

Journal of Education

AND TEACHERS' MAGAZINE.

VOL. II. OCTOBER. NO. X.

"WHERE IS OUR BEST MIND?"

SUCH is the question with which the *Southern Times*, Ala. heads an article, the upshot of which is the averment that no longer amongst our statesmen and politicians, but amongst our editors must we now look for our most talented men. Adams, Clay, Webster and Calhoun have gone from the public councils, and in the printing offices, rather than in legislative halls, are we to seek, according to this writer, for their successors in intellectual pre-eminence. Without agreeing to this assertion of the dearth of great men amongst our statesmen—an assertion which does injustice to the men who are so nobly and efficiently sustaining the cause of freedom in our national councils—we cheerfully concur in the tribute tendered to the men, who in this age are controlling the issues of the periodical press. The commanding influence which the newspaper press now holds over the civilized world, affords no insignificant indication of the high character of the intellects that fill the editorial chairs; but justice to other professions demands that a wider investigation shall decide the question in debate.

It cannot be doubted that law and politics have ceased to attract, as of old, the most talented or generous of our young men. The law no longer affords the sure stepping-stone to political preferment it once did, for it is notorious that the farmer or mechanic, other things being equal, commands the suffrages of the American people far more readily than the lawyer. Nor do the political honors of the Republic stir the ambition of our best and noblest minds as they did of yore. True talent is of a kingly nature and will not stoop to contend for honors which are sold for money, or worn by mere party panders. It will not be seriously denied that, in America, office is now sought mainly by those who covet the pay, or by small men who seek notoriety; seldom, as formerly, by talent and genius asking a field in which to exert their energies and work out something of good or of glory for their race.

Literature and the Fine Arts still, as ever, claim their own "born not made" children—men whose poet-souls seek utterance and immortality through the pen or pencil. A host of imitators and literary fortune-hunters flood the world with *things* called books; but only a few men, of the highest rank of intellect, are authors by profession: our best books are written as recreations by men who follow other business.

The Fine Arts of this age are the arts of industry. Labor, with its Crystal Palaces and World's Conventions, is taking back upon her the native nobleness which crowned her brows in Eden, and were there not a certain incompatibility between manual and mental labor in the present structure of society, we might safely look into our mechanic shops for "our best mind." That these shops have their full proportion of this mind is nobly evinced by the splendid inventions that issue from them in such rapid succession, to bless and astonish the world. It is well that agriculture and the industrial arts have been rescued from degradation, and that they have been shown not only to afford happy and healthful employment for the physical energies, but to be compatible, also, with much refinement and education; it is not, however, to be expected that the young man whose mind is thirsting for higher knowledge, and whose trained intellect craves almost incessant mental activity, will easily content himself with these honorable, but still laborious employments; and the more especially because that such men are oftenest from the poorer classes, and lack the necessary capital to pursue these industrial arts in the only way in which they can be made agreeable to a cultivated mind. True scholars will seek scholarly pursuits.

With these thoughts we are prepared to receive, with a ready faith, the assertion recently made by President Wayland, late of Brown's University, that the best minds of the later classes of that institution have entered the teacher's ranks. Nay, we are prepared to go farther, and assert that many, if not most of the best minds of the age, are to be found in this profession. No small proportion of our ripest scholars, our men of profoundest science, our most eloquent speakers and writers, are found amongst our teachers. We refer now not merely to such men as Nott, Silliman, Henry, Hitchcock, Wayland, Bishop Potter, Horace Mann, &c; but amongst the younger members of the profession are found many men, and women too, marked not less by the splendor of their native ability than by their solid learning and tireless energy. The school-masters of to-day acknowledge neither Ichabod Crane nor Dominie Sampson as their fitting prototype.

And it is not difficult to predict that more and more of "*our best mind*" will seek and find its field of labor in the department of education. Education itself is annually enlarging its scope and elevating its aims. From seeking to

furnish so much of the arts of reading, writing and accounts, as may be needful for the pursuit of trade, it has come to recognize its grander mission as the nurse of national life and prosperity, the noble conservator of national freedom and independence, and the appointed friend and guide of a progressive humanity. It is increasing, at once, the thoroughness and scope of its work, and men of the keenest intellect and loftiest attainment now find in the school-room ample room for the most vigorous efforts of their minds.

Governments, too, are giving unwonted heed to the formation of plans for universal education. The training of teachers, the supervision of schools, and the increase of school funds have become prominent and popular topics in legislative halls, and the doctrine is scarcely questioned longer that it is the duty of the State to provide, at public charge, facilities for the full education of the children of all its citizens. The graded school, with its improved methods and higher departments of instruction, and its spacious and ornate building, is rapidly disylacing the old, inconvenient and unhonered district schools; colleges and universities are multiplying; and with all these things, a corresponding demand is put forth upon "OUR BEST MIND" to take service in the teacher's ranks.

It should be remembered, also, that the educator's work affords scope for that generous and large-hearted philanthropy which characterizes men of really noble minds. Nor is this an unimportant condition. True greatness requires great aims. No trivial or mean or selfish purpose can call into exercise the forces of a really grand character. So necessary are grand objects and occasions for the exhibition of great talents, that it has been shrewdly suspected that the motive makes the man, and that human greatness owes more to its objects than to its native power.

Let, then, universal education but advance in public esteem the next, as it has the last score of years, and where in the circle of human employments will there be found a nobler field for the display of great talents than here. With the most intellectual of employments, mind moulding mind, involving the noblest of aims, and commanding the profoundest national regard, why may not the educational corps attract to itself a still large proportion of the best talent? We freely affirm our belief that it will. Neither the Newton nor the Napoleon of the school-room has yet appeared. They will come; and in the school-room may yet be won the triumphs which shall banish tyranny and fraud from the earth. In the universal spread of learning and liberty and love, the beautiful trinity of human hope, the teacher may yet witness the fitting end of his work.

ACCORDING to the reports of the Census Marshals, New York city proper contains 623,253 inhabitants. Increase during the past five years, 107,698.

THE SOUL AND THE TRUTH.

THE following Address was delivered at a Sabbath School celebration of the Fourth of July, in Detroit. It is republished to gratify some friends, and because it contains some thoughts which may prove useful to our present readers. —*Ed. Journal.*

Gold is rich. Whether glittering in the stamped coin or in the wrought and resplendent jewel, it is the representative idea of all on earth that men hold valuable. Its name is the synonym for treasure, and its very hue is called rich in color. For gold men toil; for gold they think; they fight for gold; they die for gold. But there is something richer than gold.

The mountains are enduring. Resting their rocky roots amidst the eternal granite, they lift their heads, crowned with the snows of passing centuries, and stand unmoved 'mid shine and storm, the silent and stern spectators of the great march of time. But there is something more lasting than the mountains. It is the SOUL!

More valuable than all fine gold, the wealth of the world cannot buy or redeem it; more enduring than the oldest mountains, eternity alone shall measure its unfolding ages.

Oh! who can tell the grandeur of the unseen soul? Human history is but one great record of its doings, and even the terrible tragedies and crimes that have mantled that history in guilt and gore, are but proofs, like shadows to the substance, of the unmeasured might and innate majesty of the spirit of man. The frightful energy that has swept the earth with armies as with a wild tornado of life; that has founded, changed and ruined great kingdoms, like children's toys, speaks in startling tones of the human soul's tireless power; while the vast cities filled with temples and palaces, that spot the world; the great ships that ride the waves in the very pride of power; and all the uncounted millions of human productions that deck the earth in glory or in ruin, tell, with a massive eloquence, of its matchless capacity and cunning.

Lord of the earth—brother to the angels—child of the Almighty—who shall over estimate the human spirit's real dignity and value. The world its cradle and school room; eternity alone can furnish play ground for the display of its riper destinies.

Let no fear of fostering pride tempt us to disparage the greatness of the soul. The ground for true humility is found not in our littleness but in God's supreme greatness, and in the miserable inferiority of our doings to the soul's real power and destiny. No—the higher we lift our view of the mighty and mysterious spirit that dwells within us—the loftier our vision of its supernal and magnificent endowments, the ampler room and verge shall we find for a penitent humility, in the contemplation of our feeble and degenerate lives.

Who without a blush of shame and a shudder of remorse can scan the mean catalogue of his soul's plans and performances, and then reflect that for that soul this great earth rolls in patient and perennial beauty; for it mountains tower in grandeur, rivers sweep in endless glory, and the old oceans, with their pulsing tides throb like some mighty heart beating with sympathy for man.

This world, with all its wondrous furniture, was made for the soul, and if this cannot raise our awe for our own deathless spirits, let it be whispered in

the heart's high halls, "God loves the soul."—Oh how sublimely in the light of that illustrious love, loom up before our thoughts that spirit's unimagined worth and greatness!—Richer than all fine gold, more enduring than the mountains is the soul of man.

2.—The rainbow is beautiful. Throwing its splendid arch of colored light far across the great clouds, it seems a vision from some brighter world, or some lost ornament from God's throne. But there is something more beautiful than the brilliant bow of the rain.—Light is pure. Gushing in glory from the heavens it sleeps amidst the foulest scenes of earth and rises unsullied from its bed. But there is something holier and purer than light.—There is strength in steam. Its might is almost measureless.—It sends the ponderous car with its train of wheeled houses and their teeming population along the iron path with the swiftness of the winged bird, and forces the floating ship to its haven, against both tempest and tide. It has already added the power of more than half a population to the earth, and is fast pushing the strength of mankind towards the verge of omnipotence.

But there is something stronger than steam. It is TRUTH. The pressure of God's own form, the radiance of God's deep verity, the fiat of Jehovah's will, truth is more beautiful than the rainbow, more holy than the purest light and more potent than all steam. It is the substance of all beauty, the spirit of all holiness, the stable center of all power.

In its manifestations, multitudinous as the forms of matter and the facts of existence; in its essence, Truth is one. It is the emanation of the divine will, and its unity is the unity of God. The vast domains of material science are but the distant outer circle, the mighty ultimates of the divine radiation. Interior to this circumference, but concentric, and correspondent to it, the wide and wonderful realms of mental and moral truth are but nearer and therefore brighter parts of the one grand, all embracing truth, the seamless robe of Deity.—Central to all these and next the throne and person of Deity lies religion with its giant cardinal doctrines, resplendent with the smile of a present divinity, but still an integral part of the infinite and unbroken unity. Thus all truth is in a sense, religious—all truth is divine, for GOD is its center and soul.

Hence the lowest and commonest truths have a divine side, and every science as it matures is found in harmony with the Bible and religion. Indeed we may now safely affirm that the science which is not religious in its highest aspects, and which does not lead to God in its last results, is either immature or false.

Truth is the grand temple of God and the Shekinah of the divine presence fills even its out-most courts. The beautiful incarnation of the divine wisdom, God's own glorious holiness radiates along its most distant lines the divine life immortalizes its least particle, and the living energies of Omnipotence play through its whole extent. In short, where truth is there are life, power and progress. Without it God himself would be an awful phantom or an omnipotent fiend, and the world a painted dream. Hope would forever end in despair, and foul falsehood would meet and mock us everywhere.

3.—Such, then, is the *Soul* and the *Truth;* the two grandest and divinest creations of God that the earth has yet known. We have spoken thus far of them for they are the materials of the Sabbath School teacher's work, and in their preternatural power and value lie the glory and the greatness of his task

'Tis his to bring them into living contact—to apply the beautiful, power-fraught Truth to the rich and immortal Soul—to press the yielding metal of youth into this God-like mould.

That we may rightly estimate the glorious results of such a contact—the massive meaning of such a work; we must pause to mark the known and common effects of truth upon men.

Truth is not only the food of the soul, the real nutriment by which it grows up into strength and beauty, and the educating power under which it develops into manhood; it is the vital element of every potential thought. Man has risen into kingliness and power in nature's realms only as his soul has grasped her secret truths. Under the talismanic touch of science her ruggedest forms have bent to his pleasure, and her sublest elements have become obededient to his will. The thin steam has become his patient and potent thrall, and the terrible lightning has leaped forth to bear his messages of trade.

Of all the memorable movements of human history Truth has been the scource and mainspring. "Every revolution," says Dr. Harris, of England, "is first a thought." Every revolution, we may add, is the struggling development of some great truth. The revolution whose grandest deed we celebrate in this anniversary, was but the upheaval and emergence of the mighty political truths which have made the 18th century so famous.

The might that made our forefathers victorious against such fearful odds lay in the potency of the great truths that animated their souls.

It is the slow unfolding of the mighty scroll of truth that is pushing the world up along the pathway of progress, and so long as new truths shall be discovered, no human power can prevent its taking other and higher steps in its advancement. Truth is that external standing ground which Archimedes coveted that he might move the world;—nay, truth is itself the empowered lever by whose aid humanity is emerging from the bed of its old bloody dreams.

But it is not with new physical or political truths that the sabbath school teacher has to do. His is not the professor's chair of any natural science. He goes not plodding down amidst earthly elements to learn their secret relations. He stands not gazing at the stars to trace their courses. Not with mental truths nor even with moral science does he deal; but "entering to that within the vail," ascending amidst the living splendors of the spirit world, he lays hold of those grand interior forms of truth which men call religious, and which lie around the very heart of Jehovah. As we have noticed, God is the centre of all truth, and the radiations of his perfection and power run out along the lines of truth to the remotest material fact, so that down to the lowest atom a profound spirituality is hidden and prevails in all. But there are certain great pivotal truths, having God himself as their immediate subject, to which belong a sacredness such as is but dimly seen, if seen at all, in the systems of science. And these are the tools of the teacher's toil. Occupying a loftier position than any professor of merely human learning, any professor of the sciences of mere facts and forms of matter, he expounds the nobler and spiritual science of Love and Life. His is the Chemistry that reanimates the ashes of the urn; the grand problem of his Mathematics is the relation of time to eternity. His Astronomy pierces beyond suns and systems, and takes within its field of vision the glories of other and eternal skies; and his jurisprudence leaving the decisions of Courts and Chanceries, spreads before his little class of immortals

the laws which, outlasting all time, shall be found written on the judgment seat of Christ, and shall determine the awards of God's final arbitrations.

Yes, Teacher, it is yours, while Earth's great men, its statesmen and legislators amuse the world with the mere fireworks, often, of a pompous patriotism, to descend to your lone and lowly task of laying in little children's hearts the broad foundations of a higher national glory. While others thunder and lighten in the sky of popular favor, it is yours to go down like the noiseless rain drops, among the roots of life, and nourish, under God's eye alone, the flowers and fruit that shall add beauty to the paradise above. And the instrument of your work, bear in mind, is the truth. The smile that plays in those young eyes in answer to a story, will fade away, and the tear that flows under your tender appeal to a child's sympathies will speedily dry, but the impression which the divine truth makes shall outlive all empires and all years.

But the great truth which should be made central in all teaching, is that whose emblem is the Cross. In the story of the Cross there is a living power fitted to move and mould the mind, as no other truth ever can. Central in all human history, and pivotal in all human destiny, the incarnation and terrible cross-death of the Son of God are steadily upheaving the depths of society, and changing the whole aspect of the world. Through the Cross, as through some spiritual lens the dazzling doctrines of divine government, are converged and accommodated to human faith. Fitted by infinite wisdom to answer man's deepest need, the last hopes of our world hang upon the Cross, and in the waves of the final conflagration, the deluge of fire, it shall be seen outriding the general ruin, freighted with the saved millions of God's saintly children.

And if the dogmas of a mere political science can so stir the nations—if the truths of earth can so elevate and expand the soul—if with the aid of a material mathematics a Newton may walk along the star-paved paths of heaven, and a Cuvier and Miller may retrace the track of the old past ages; if a Kant or a Cousin may penetrate the secrets of the soul, and watch the processes of forming thoughts, how shall the soul bear itself under the pressure of those truths that God himself has forged and furnished purposely for the regeneration and salvation of the human spirit? Empowered by a truth, in the fulfilment of which, God himself has come down and mingled with humanity, may we not reverently mount up and grasp something of divinity? In that mould of truth graven with the image of Deity, the soul shall take upon it the stamp of God-likeness again

But passing, as we must, the vast and beautiful results which the teacher may soberly expect to flow from his toil—results of glory to God and good to man—we pause to notice one that seems appropriate to this day.

"The truth," said our Saviour, "shall make you FREE."

In the history of man no passion has led to so much of heroism and greatness as the love of liberty. The brightest pages of our own and all history, record the struggle of a nation for freedom and independence. And yet perhaps no idea is oftener perverted and less understood than that of human liberty. The jubilant shouts of millions mingle yearly with the thunder of the guns to hail this "birth-day of liberty;" and poets and orators toil in thought to add new brightness to the glory which encircles the deed that made us free. And yet we must soberly and sadly assert that the world has known no true freeman since the fall, save the freemen of Jesus Christ. All else are slaves of human power. It matters not how liberal and just the Constitution under which he

lives, it matters not though as free from human control as the air of heaven, no man is truly, fully free, unless the truth has made him free. So long as "the bonds of iniquity," the thraldom of selfishness and sin, lie upon the spirit; so long as satan wields an influence over the soul, so long man is a fettered slave, whatever his position or power; and no chains are so grievous as those that bind the soul; no slavery is so terrible as the servitude of sin.

Liberty consists not in independence of all restraint. The locomotive is not free, when broken from the track on which alone it can run with ease and safety, it is left to encounter the various obstacles that then oppose its progress. The kite is not free, which wildly snapping its string, thinks now to mount without restraint to sublimer flights, but finds, alas! that the line which held it was the power that sustained it. True liberty, and the only liberty possible for man, consists in the complete conformity of our will and affections with the laws, mental, moral, and physical, of our being. The eye has no liberty of vision in the dark, nor is its want of power to become an ear, a restraint of its proper liberty. So neither has the soul liberty to feed on falsehood, nor to love infinitely anything else than its infinite Maker. He whose heart's choice lies in the very path that Providence has appointed for him, is not only free from all restraint, but the whole power of God aids him in his progress. Choosing, with a lover's ardent choice, whatever God chooses, he can be enslaved only when God loses Omnipotence. There is power as well as peace in his freedom. He is "free indeed!"

It is this sweet soul-liberty that mankind need, and for this the nations, and we among them, are unconsciously but mightily struggling. Would to Heaven, they knew the meaning of the aspirations within them.

Such is the freedom the truth gives—the sublime truth of a Saviour's death and power. Let the infidel bare his bosom to the full influx of this truth, and the bonds of error and prejudice that bind him will wither as in fire. Mad in the fancied freedom of his mind, he hugs his chains, and sneers with scorn at all who do not wear them; like the insane prisoner who looks out from his grated window, and scornfully dreams that the pitying crowd and not himself are behind the bars. Poor slave! the Ithuriel touch of the Cross alone can disenchant and make him free. The sceptic cannot study faithfully and honestly the gospel of Christ, and retain a doubt. Let man, whatever chains bind him, whether of false love or coward fear, believe the whole truth concerning the Cross, and the love and fear of God will break them all. His soul, freed from the distracting and tyranic power of passion and remorse—from selfishness which oppresses rather than occupies the heart, will soar into the region of the infinite and divine, and expatiate in love and liberty in the very home of freedom.

Go on, then, Teachers, in your holy task. Press the truth in its naked beauty and living power upon the souls of your pupils. There is a spark of Omnipotence in it that cannot be lost. See to it, that it touches the warm heart, and mixes with the living thoughts, and eternity will tell the glorious result. You are training Bible freemen for our country. They will be better than walls and towers to it. They can never be enslaved.

And there is a future coming. A shadow is already falling upon the governments of Earth, and thrones and sceptres are shaking in amazement. That shadow foretokens the approach of the kingdom of Christ—the coming reign of righteousness. The Cross is in motion. The truth of God and the soul of

man are meeting and embracing—and Freedom, long a mere name on Earth, is unfurling its banner of purity, peace and power.

Be strong, then, Teachers of the Truth. The world has deep need of you, and though unnoticed and unapplauded in your humble and holy work, there is a record kept on high, and when Angels shout the jubilee over a redeemed world, your names shall not be forgotten. When God makes up his jewels "they that turn many to righteousness, shall shine as the stars, for ever and ever!"

AN EXTRACT

FROM AN ADDRESS BY T. H. BURROWES, EDITOR OF THE PENNSYLVANIA SCHOOL JOURNAL.

THERE are those—and they are by no means confined to the teachers and advocates of the common system, whose sentiments and modes of instruction fully justify the supposition that they believe in and hope to effect that perfect state of society, never yet chronicled, except in the history of Utopia. The extremes at which they aim are now to be considered.

Prominent among their practices are those of presenting nothing to the mind of the child beyond his immediate power of comprehension; of asking his faith in nothing that he does not know; and of requiring obedience to nothing which has not received his own full assent. Now, to say nothing of the obvious absurdity, that such training and treatment, if applied to the infant, would leave it in hopeless fatuity, this system is essentially, though not avowedly, based on the assumptions that that the human mind is capable of comprehending everything in the whole nature, creation and providence of the Deity; that belief is never given by the adult without positive knowledge; and that obedience may rightfully only accompany full consent.

Let it not be supposed that in denouncing this course of training, any design is entertained of advocating mere authoritative instruction, without explanation by the teacher and as much of comprehension as is possible by the pupil; or, to enforce the propriety of exacting obedience and belief without assent, except in cases admitting of no other course, consistently with order and progress. But it is distinctly asserted that the system which recognizes the capacity of the pupil to comprehend everything, and his right in all cases to consent before he obeys, and have full positive evidence before he believes, is equally injurious to the parental and filial relations, dangerous to the peace of society, and destructive of all religious faith.

Daily does the parent find himself unable to answer satisfactorily the puzzling questions of the child for want of power on the child's part to comprehend the answers to his own questions; and almost hourly do the circumstances of the family and the necessities of domestic affairs force him to exact obedience, contrary not merely to the desires, but often to the views of propriety, of the child. Yet these constraints are amonst the best portions of the child's education. They teach him that degree of distrust in himself, and confer that habit of self-control, which are so valuable and protective in life; —while the contrary course not only forms him into the impertinent and disobedient child, but in after life, makes him the unhappy and fretful slave of all

those little circumstances, to which he has thus lost the desirable power of cheerful submission.

But it is to the citizen of a free land that confidence in others, and obedience against consent or desire, are, more than under any other form of Government, indispensably requisite. Under a despotism, where force is the governing power, it may be a merit, at least in the eyes of patriotism, to foster the habit of investigating and comprehending every act of authority, coupled with the spirit of resistance. *Here*, it is altogether different The right to comprehend fully and to investigate publicly is, of course, no where else more necessary or more fully exercised. But, it is a right to comprehend for the purpose of obedience, and to investigate not for resistance but for future peaceful improvement. The supremacy of the law and the submission of the minority to the majority, even though the law be for the present distasteful, and the acts of the majority unpleasant, are the very sheet anchors of our political safety. We have no standing armies to enforce obedience; and when the laws lose the unhesitating confidence and support of the people, our free institutions will have nearly reached their termination. Yet, no course could have a more effectual tendency to produce this lamentable result, than that which would lead the youth of the land to contemn all authoritative teaching, and to do only that which seemeth good in their own eyes.

In his relation to Eternity, will the youth thus trained be especially found to occupy a most lamentable condition. Where the power of belief, without actual and positive knowledge, does not exist, and where the wholesome habit of self-control is absent, how can there be that faith, which is " the substance of things hoped for, the evidence of things unseen;"—or whence can proceed that ready unhesitating obedience which is among its best fruits! Nothing short of the unlimited power of God could save a people thus generally educated from general infidelity.

In these respects, the true course for the teacher, is, while he never unnecessarily taxes the child's credulity with assertions beyond its comprehension, nor requires obedience to unreasonable rules, *always*, when the occasion fairly presents itself, either to state the pupil's inability to comprehend or to admit his own to explain; and, in the case of proper authority, to exact implicit obedience whether palatable to the pupil or not. No other system can maintain the usefulness of the school, sustain the true character of the teacher, or send forth pupils fitted to perform their social, their public, or their religious duties. While, upon a foundation thus laid, others, whose duty it is, may complete the glorious superstructure of a God-fearing nation,—diversified, it is true, by a variety of forms, but a diversity, which, since God permits, man may not prohibit.

Another practice, scarcely less injurious, is that of attempting to render all the exercises of the school-room delightful to the pupil, and of avoiding every thing that savors of the irksomeness of labor. This is the system which is mighty in reasons against memorizing tasks, committing definitions, and being cramped by the arbitrary words of the rule, as it is found in the text-book. In their stead it only requires, what is called, the *substance* of the lesson to be studied; forgetful that while the youthful memory of words is the earliest matured and the most powerful faculty of the youthful mind, and the one apparently designed to garner up its first stock of knowledge, the powers of discrimination and generalization—of analysis and synthesis—are the weakest, and

those on which least reliance can be placed in early youth. Hence, it so often happens that the pupil who has read, and, with the readiness of his young powers, comprehended, as he thought, the substance of the lesson, does not, when he comes to recite, retain even the shadow; while the plodding memorizer at least possesses the *words*, into which the explanations of the judicious teacher may readily infuse the life of comprehension and thought So, on the same principle, it may be well questioned, whether the mere guessing definer or the fabricator of his own rule to do that which he can hardly accomplish with the aid of both teacher and text-book, will ever make an exact reasoner or a reliable man of business. There has been heretofore, it is admitted, too much stress placed on the memorizing system of instruction, by which the mind was cramped and all self-reliance destroyed. But surely there must be a safe medium between this and the opposite extreme, which, while it will sufficiently accustom the mind to needful labor, will also permit full scope to all its analytical and constructive powers; and thus send forth the scholar, not only inured to that labor which is the lot of all, but capable of rendering his labor effective and productive, by the guidance of a well disciplined intellect. To use the words of one who, though but a novelist, was a master in the science of human nature: "The opportunity of acquiring habits of firm and incumbent application, of gaining the art of controlling, directing and concentrating the powers of mind for earnest investigation—is an art far more essential than even that learning which is the primary object of study." And, it may be added, disastrous would be the fruit of any system of instruction which excludes or even undervalues this chief object of youthful training. No thinking person needs to have portrayed to him the condition or fate of a nation thus taught. Far different was the rugged schooling of the great men of our own country, and of the great nations of other times.—*Pa. School Journal.*

Parental.

For the Journal of Education.

TO THE PATRONS, OFFICERS, AND TEACHERS OF THE SCHOOLS OF MICHIGAN.

I.

To the Patrons.

During the coming three months, at least nine-tenths of the primary schools of Michigan will go into operation for the winter. The teachers, one moiety of whom, probably, has had some experience in teaching, and the other all ready and anxious to assume the birchen scepter, will soon be graduated from the potatoes and cornfields. That these schools must all go on is a "fixed fact," but that they will all go on *well*, is somewhat problematical What can you do to render them more efficient? We answer:

1.—You can repair your school-house. It is both inconvenient and un-

profitable to ventilate your school-rooms by means of broken window panes. It is prejudicial to the physical well-being of your children to perch them upon some high bench, whose long legs would effectually carry even a Patagonian's feet beyond all soundings. The moral welfare of your children will be but little regarded, if you oblige them, day after day, to lean over rough desks, mutilated by all sorts of obscene figures. It is highly injudicious to sow the seeds of moral and physical disease in your innocent offspring at present, for from them, hereafter, shall spring up poisonous plants, whose blighting shade shall cause you to drop many a penitential tear. Put your school-room in order. Employ a mason to plaster up all the small holes which mischievous little fingers may have bored through the walls, for through these chinks colds and coughs enter, finally to terminate in consumption. Before the ensuing winter shall have passed away, we fear that many a young head and older heart will ache on account of inattention to these matters. A few hours' labor, properly applied, will greatly increase the comfort and advancement of your children, and enable your teacher to direct his whole attention to the superior interests of his young charge.

2.—You can procure proper fuel. Do not wait till after the commencement of your schools, before you give your attention to this important matter. Wet and rotten limbs just pulled out of the water of some swamp, branches of green beech or elm, or decayed stumps, are not very good kindling wood; neither are huge logs or long poles, barely hauled to the school-house door, there to be buried in the mud and snow, in a suitable condition to make a very comfortable fire. In some school-houses we have known half of the forenoon to pass away before the scholars could become sufficiently comfortable to study. This source of vexation to the teacher, and loss to the pupil, can be avoided by timely foresight, and it comes most clearly within the province of the patrons of the school, to see that the proper preventives are applied. Be not, we beseech you, "penny wise and pound foolish" in a matter in which your children's health and usefulness through life are concerned.

3.—You can get your children ready to commence school with the term. It is customary with some parents, and we are sorry to say not a few, to keep their children at home for a month or more after the term commences, on some plea so utterly childish as to be beneath the dignity of a reasonable man's contempt. If proper exertions are made, this difficulty need no occur. How can a child be expected to take that interest in his studies which is so essential to his advancement, when his class has been going forward for weeks before he enters it? Every person knows with how much more zest we labor, when we start on equal terms with our competitors, than when subject to the continual discouragement of being behind. Not only should you commence sending your children at the beginning of the term, but you should send them regularly and punctually. Some children are detained at home through some foolish or thoughtless indulgence, at least one-half of their time. It were far better for the child, if he can be spared but half of the winter, to send him regularly while he *does* go, than to render him irregular during the whole term. Did you ever go into a school where the teacher did not complain, and justly too, of the want of punctuality on the part of his pupils? This difficulty can be avoided, in a great measure, by proper parental attention. See that your children are not kept at home till "after the last bell rings," and then huddled off to school unprepared, and unfit to perform the day's duties.

That teacher can accomplish but little, even though he may possess the genius and ardor of a Pestalozzi, whose pupils come wandering along, one by one, during the first hour of both forenoon and afternoon sessions. Tardiness in a scholar is entirely unpardonable, if caused by parental negligence. Every parent should know that he has no right thus to abridge the privileges of his neighbor. He should fully understand that nothing can be done in school while doors are slamming and children walking about the floor. It is time that these matters received a tithe of the attention which their importance demands. It is certainly high time that parents and guardians should awake to some of the duties and responsibilities of their situation. Awake! awake, ye sleepers, and work for the welfare of your offspring.

II.

To the School Officers.

Upon you, in a great measure, depends the success or failure of our schools. We may speculate in regard to good and bad schools; we may wrangle and quarrel in regard to free schools, taxation and rate-bills; but unless you assume the responsibility which the law imposes on you—unless you secure the services of a competent teacher, all our talk will be unavailing. It will not be necessary for you to ask the opinion of every man in the district, on every little unimportant matter, before you act. By electing you to office your neighbors virtually recognize you as a man of sense, and now you are called upon to exhibit it. Be not actuated by any low, sordid, soulless and short-sighted parsimony. Remember, you were not placed in your present responsible station to see how many dollars and cents you can save to the district; neither were you placed there to gratify some petty private pique, or to favor some unworthy relative. You have higher and holier duties to perform; you have more exalted rules of action, which should ever govern your conduct. Discard all selfishness and your school will show such an advance during the coming season, as it has never before exhibited. We would not suppose you ignorant of your duties; but alas! many of you are exceedingly negligent. Let us urge upon you a few of your important and necessary duties:

1.—You should engage a whole-souled, well-educated and competent teacher to take charge of your school. Let him, or her, as the case may be, be a qualified teacher, not merely in the eyes of the law and the inspectors of primary schools, who alas! are too often incapacitated from judging, but let him be qualified in the highest sense of the term—mentally, physically, and morally. Young misses, scarcely yet in their teens, too proud to labor as their mothers did in the good old days of primeval simplicity; and boys at sixteen are not supposed to posess all the qualifications necessary to insure success; they are not supposed to have examined all the secret springs of human action very closely! Be sure that, with some degree of age, your teacher possess the all-important and necessary item of *common sense*. Many people have all other sorts of *sense* but this. They may be well versed in all the *isms* and *ologies* taught in our universities, and still lack this essential ingredient of a successful man's character. If there be any station in life where this element is demanded, it is in the teachers.' He must have studied human nature to some purpose; he must know how to approach the parents and children on the *right side*. If he does not possess this qualification, things will go wrong—perpetual discord will reign triumphant—the parents will shun him—the children will hate him, and the best thing he can do for the interest of the

rising generation, as well as for his own particular benefit, is to resign his station and not add the perversion of God's image to his other sins.

As regards mental development, let your teacher be well educated. You cannot expect a person to teach what he has never learned. You cannot expect a man to pay you ten dollars, who has but one dollar in the world.—Equally absurd is it to suppose that a man can teach when he has not acquired the necessary information. Whatever other qualifications your teacher may possess, if he be not familiarly acquainted with the branches he will be obliged to teach, he is entirely unfit for his office. How lamentable to see the "blind leading the blind!" The teacher should be able to detect all common and ordinary instances of incorrect spelling and reading, without reference to the dictionary; he should be able to detect errors in mathematics without a long and laborious investigation; he should be able to find the capital of an important country without searching all over the map for it; he should be able to unite half-a-dozen lines of the English language without making more than twice as many blunders in manner and matter; he should be so well acquainted with the world's history as to know whether Julius Cæsar lived in Rome or the Sandwich Islands; he should be so well versed in the annals of his own country as to be able to state conclusively whether Washington lived before or since the birth of Christ. We are sorry to be obliged to say that all *teachers* do not posess these necessary qualifications.

Again, your teacher should be well educated in a physical point of view; he should have some definite conception of man's organization; he should have the full use of all of his limbs and faculties. It has been the currently received opinion for years, that the decrepit, the halt, and the lame, were good enough for teachers, but this opinion should prevail no longer. Let your teacher, physically, be a perfect man, and, other things being equal, he will command a greater amount of respect from his pupils. In looking after a person to whom you shall confide the interest of your offspring, ever regard the old adage, "a sound mind in a sound body."

Above all things, let the moral developments of your teachers, be of the proper character. How lamentable is the fact that this matter receives so little attention! Every low scout, too lazy to work, who can muster brass enough to go before the inspectors(!) gets his certificate of qualification, and goes forth to contaminate innocence and purity, to fatten on the life-blood of community. This should not be, and we entreat you, as you value the well-being of your children, as you love your country and the human race, as you regard your accountability to your God, make some specific inquiries in reference to the moral qualifications of him who is to be the example for your children. Suffer no teacher to go into your school-house, who will not "labor in season and out of season," for the elevation of his youthful charge. Be not the means of introducing the unworthy within the pale of the teachers' vocation. Let your teacher be exempt from all the low vices so prevalent in community—such as drinking, smoking, chewing, &c. Examine his character and habits critically, and if the least taint averse to a dignified and whole-souled manliness is found upon hm, suffer not your children to come within the poisoned circle of his influence. On the other hand, if you are satisfied that he is one in whom you can confide the eternal interests of your offspring, let not the secondary matter of dollars and cents prevent you from engaging him. Remember the old adage, "The clergyman can scarcely mend what the schoolmaster mars."

WATCH, MOTHER.

Mother! watch the little feet
Climbing o'er the garden wall,
Bounding through the busy street,
Ranging cellar, shed and hall.
Never mind the time it cost;
Little feet will go astray,
Guide them, mother, while you may.

Mother! watch the little hand
Picking berries by the way,
Making houses in the sand,
Tossing up the fragrant hay.
Never dare the question ask,
"Why to me this weary task?"
These same little hands may prove
Messengers of light and love.

Mother! watch the little tongue
Prattling, eloquent and wild.
What is said and what is sung,
By the happy, joyous child.
Catch the word while yet unspoken.
Stop the vow before 'tis broken;
This same tongue may yet proclaim
Blessings in a Saviour's name.

Mother! watch the little heart
Beating soft and warm for you;
Wholesome lessons now impart:
Keep, O keep that young heart true,
Extricating every weed,
Sowing good and precious seed,
Harvest rich you then may see,
Ripening for eternity.

Professional.

THE TEACHER'S SOCIAL RANK—REMEDIES.

EXTRACT FROM AN ADDRESS BEFORE THE NEW YORK STATE TEACHERS' ASSOCIATION,
BY D. B. SCOTT,

By what has it come about, then, that the teacher—I mean always the common school teacher—has neither status nor influence corresponding to the nobility of his calling; that for the most part, he is reckoned simply a school keeper, and nothing else; that the lowest seats at feast and synagogue are left for him, if he be left any; that he must sit so often wisely dumb, and prove a willing listener to others' wisdom; that church and state must be pillared and governed, but not by him; that, in short, he must be committed to the eternal silences, to comfort himself as he may.

The finest school-houses rise on all hands, better than many of the ancient temples of the gods. They are so numerous, too, that in fact they make a

style of architecture, distinct and readily understood. Even the very furniture has become a separa e branch of manufacture, lucrative and extensive. A stranger is shown with pride, amid the notable things, the school-houses. How often is he shown the school master or the school mistress? One would like to see amid a fair garden the gardener himself. The roses are sweet, the exotics are rare, the grounds are in excellent taste, but where is the mind that arranged them thus, is there no honor due him; some visible token of respect; shall we go cap in hand to the garden or the gardener?

Or, is it in an assembly of that best society, where wit, good breeding and culture reign, you will find the teacher of the village or the city common school? Ask yourselves this question and answer it too. When Dr. Hamel comes on a scientific tour from St. Petersburgh, I should much like to see him in private, to hear him, to learn of him, mayhap, if he were willing to communicate; or sit with Emerson, when he is genial beside his friend's chimney corner; or mingle with wisdom, wit or genius, as it curves and sways in social life. But how many of such opportunities do the most favored of us get; and when some of us do get them, so seldom have they come, that we are often too awkward, or oppressed or uneasy to profit by them. In social life a man or woman must be easy, to prove a cheerful absorbent.

As to public life, I only make a passing allusion, for I find but few of my mates that have risen to any celebrity therin. One or two, I know, have fledged at once into aldermen; but an alderman in my own city is rather an ascent downwards. Another—a man of spirit and genius, by the way—had the terrible audacity to placard the fences in his recent canvass for Register, with great letters, "Vote for John Roe the school master;" thus throwing his calling in the very teeth of the public, and in spite of this, as I verily believe, was successful. There are, no doubt, a few other instances, but these partial exceptions only prove a strong rule the other way.

Thus it has come about that in the year of our Lord, 1855, we have reached a point in our common school system, where the public praise much, where the orators have many ready rounded periods, and where are vastly better school houses than formerly, but where I do not find the social position of the teacher correspondingly improved.

It is easy to find fault with this state of things and so organize a great army of grumblers; to supply officers and orators for such an army enough; to growl out in the plainest English, "Less talk—less talk, and better treatment." But will this remedy the matter thoroughly?

By way of a remedy many words have been spent on the recognition of teaching as a profession. As though there had been some defrauding of us by the public out of the worth of a name, or a calling us out of our true name. According to this, it would appear that the true social remedy, is to get this name of a profession, because we see that professional men have a certain status, which we have not, and which we very much long to get. It is the Tyrian purple, the robe of ermine, the fasces, the very thunderbolts of Jove, the encompassing around of a great robe of influence, this name of a profession. Thus honestly say some, and no doubt believe what they say.

A good name is a good thing; a noble name is also a good thing; but what makes the name noble or good? The worth or worthiness of the wearer. If my license to be a teacher shall introduce me to a circle of noble men or women, as a cross of the legion of honor at once inducts the wearer into the

order of a' brave spirits, then it is something to have the license of a teacher. But does any profession really do this? Does the ministry which fences itself round with the highest barriers, which guards itself by a jealous and exclusive watchfulness? Any such arrangement, though it may guard against looseness of doctrine or irregularity of life, does not of itself give professional status.

"The rank is but the guinea's stamp.
A man's a man for a' that."

A man must show himself a man in this, as elsewhere. The day of drones is passing away in this as everywhere. Do you doubt it? Look round on the ministry, and count those who have character and influence, who have not in some way or other deserved it. Justice is not blind, although the old mythology wrapped a bandage about her eyes. This is to be reckoned one of our American blessings: by no means the smallest. For, why should my brethren of the law, or divinity or medicine, be professional and respected because it is law, or divinity or medicine they profess? And it will be found, I fancy, if we examine deeper, that it is not law and divinity as things that do ennoble the men in them. But it is the noble living of those who have been in them, that has come down on the present, and each generation enters, in a measure, into the reputation of the past. There are others who contend that as the teacher has been paid shamefully low, and yet is so paid in many places; that the value of a man's services is not to be underrated without lowering the man, and that salary is often the foundation of social consideration. With them the true way to give social position, is to pay the teachers better. Perhaps this might, in some cases, have the desired effect, but there is a very simple way to dispose of this position, and that is by the question, "Why are better salaries paid than formerly?" Simply because the services of teachers are worth more, because they are better. If this be likely to improve our social grade, the matter would seem to lie greatly within our own reach.

At this point, bear with me when I say that perhaps in this matter society is not wholly to blame, and that we are ourselves to blame not a little. And this brings me to speak of the remedies within our power.

Highest, I place a consciousness of the worth of our calling; no human being ever yet worked well in what he felt to be a worthless work. It makes little difference what others may think of its value, what the Honorable Governor THIS, or the Reverend Doctor THAT, may say. Your own thought influences you, because your own thought stays by you: their sayings are to you at second hand. If nothing but the face of drudgery, sad, weary drudgery, looks up at you, out of your calling, rid yourself by looking at it earnestly, and settle it decidedly, whether this face cannot be turned into the noble face of most pleasant duty. If there be any love in the business, a good heart and hope, teaching will stand such an examination. If we will look with a right spirit how much shall we see! These are noble lines in that fine old poet, Herbert:

"A MAN that looks on glass
On it may stay his eye,
Or, if it pleaseth, through it pass,
And then the heaven espy.

All may of thee partake,
Nothing can be so mean,
Which, with this tincture, for thy sake,
Will not grow bright and clean.

A servant with this clause,
Makes drudgery divine:
Who sweeps a room, as by the laws,
Makes that and the action fine.

This is the famous stone
That turneth all to gold,
And that which God doth touch and own
Can not for less be told."

And so, I think, all work becomes ennobled by the spirit of the worker. The spirit can indeed turn everything to gold. Think from this, if we would have others respect us socially, how necessary it is that we be self-respectful. And how can we respect ourselves if we respect not our work?

Again, our work may be degraded in our eyes by the mechanical way in which we proceed. I use mechanical in the blind, thoughtless machine sense. There are mechanics at teaching, just as there are mechanics at law, at divinity and at medicine. Let us master the principles. Principles lift a man out of the machine life and give him power, momentum, originality and variety. Principles enable us to combine, to test the old, to try all the spirits, and keep us from being mere imitators to the fiftieth generation. For what ought it to be to you how Julius teaches at a given time, and under certain circumstances, for you shall not hear a rich-minded, many-sided teacher, teach in the same way, the very next time you hear him. Neither be overshadowed by any great name, or smothered by any cloak of influence, no matter who may be the wearer. However rude your plans, let them be founded on the principles of your craft, let them grow out of the occasion, the character of your pupils, your own thoughts. Seek variety as opposed to monotony, This latter is the great slug-worm of our profession. How long the hours! how wearisome the days! if we must plod on in the same beaten paths. Seek variety in method. Take suggestions from every quarter, but think out your own plans. The dulness is not always in the scholar. Teach under the pressure of a heavy affliction, under fatigue, under bodily derangement, and see how great an effort is necessary by change to keep up the life of the school-room. Even the black heavens, and the leaden sky are often our enemies, which may indeed be overcome by throwing variety and new life into our exercises.

I reach now another point of the greatest importance to our self-respect; the necessity of Truth in our work. There is a dishonest way of working in teaching as in everything else. What, for the most part, are those public examinations, where things seem to glide along so smoothly before flattering mothers, and approving friends. Try these Dead Sea apples, and taste the ashes. What is that waste of time on special training before, the neglect of the rest, the unhealthy excitement, the bad stimulus of unearned praise, the lassitude that follows. I do not now allude to the influence on the pupils, the fearful lessons, they then learn and never forget. There is no blindness so great on our part, as that which makes us confound the applause we work for in this way, as a success. Is a hot house growth a healthy or a natural growth? Into what untold difficulties should we come, if our markets depended on such a supply. The course of nature takes its steady course, and may be forced only to the injury of the plant. The whole brood of public examinations are to be dreaded as the greatest temptation to falsehood and chicanery. For who are the most skillful in these displays, and by what means do they reach the

summit. Are they the patient, the strictly honest, the hard working among us? My observation does not bear me out affirmatively. If we are compelled to present a class which in twenty minutes shall show an entire familiarity with geography or astronomy or history or arithmetic or algebra, as shall determine our character as teachers, and the reputation of the school for a whole year following, then, it requires an amount of self-denial, to which many of us are strangers, to prevent our placing the picked ones of the class before the public. And practically what is the case? The best pupils are selected, drilled, tasked, forced and crammed, and the examination is achieved to the great wonder of the initiated. There is no sadder mistake, I am well convinced, than to suppose that those whose opinion is worth having care for such displays, or are in any favorable way affected by them. I mean the enlightened portion of the community. It is a mistake quite as grevious, to suppose that any applause elevates us or our profession, which, tried by the severe yet eternal principles of truth, lowers us in our own estimation. These are noble words of John Ruskin, "There are some words slight in the sight of self-love, some errors slight in the estimate of wisdom, but truth forgives no insult and endures no stain." Granted you are or might be an adept at such displays, would you be the Barnum or the Page of your profession? I assert, then, without hesitation, that to be true men and women in this our business, we must decide to settle the question of our public examinations, by the great principles of truth. That is dearer than the popular and momentary applause.

Teachers' Institutes I place very high. Assemblies of youth for mutual instruction, to be guided and directed by persons of matured experience; of young men and women fresh from the doubts and difficulties and successes in the school-room, can not but impart a vigor and life corresponding. The compression of a week, or at farthest, two, is the most conducive to variety and spirit. Add to this, the diversity of questions on the part of the pupils, the hints each throws out in government, the ignorance each quietly discovers in himself when he measures himself by his neighbor; the variety in methods shown by the instructors or lecturers, the numberless suggestions, that like precious seed are the parents of a thousand-fold progeny, and are worth a whole library of works on the glory of common schools. From these Institutes the mind starts afresh with a steady vigor, such as we picture the traveler on the burning day, as he leaves the cooling fountain. Let us, by such assemblies, speak often to one another, for depend upon it, the apostolic vigor of a lively calling lies greatly in this. A grand point of union lies in the teachers' institutes. Nothing ought to prevent a punctual and constant attendance. Let them have your generous and earnest support.

Next in importance, but by a considerable interval, county and town associations are to be placed. In these the good to be obtained is principally in the habit of that part of culture we call readiness and freedom of speech. Self-command, or in other words, presence of mind comes with it. It stops, too, a man's tendency to dogmatism. Prove this thing, is the constant silent demand, or cease asserting a dogma—a most excellent training for school masters, whose chief failing, saith emphatic public opinion, is a leaning that way. If connected with these associations—and I think every teacher ought to be—make up your mind that you will not always be a silent member. Silence is a great gift, but even silence may be carried to excess. A cheerful, encouraging tongue is no small matter. Above all, let us not range ourselves

among those who do not take any part themselves, and yet cannot refrain from sneering at those who do.

Books and reading demand, in a generous culture, a place second to none. The lips of the well-read teacher drop manna and fatness on the dryest lesson. If the teacher can go beyond the lesson books, and above them, the influence he exerts on the pupils is immense. In the boys' eye he swells into the mightiest proportions, for learning is a true power in the school-room. By so much as living lips are more impressive than the same dead wisdom in books, by so much is the teacher greater in the sight of the child, than the author whom he carries in his satchel. I do not now speak of an acquaintance with the books of the school-room. That necessity has already been sufficiently enforced. But I mean that more general acquaintance with books which we associate with all true intellectual culture. Shall it be said that time is wanting, that what is at our disposal is broken and disconnected, that thoughtful study is well nigh impracticable, when compelled to lay an author down after a brief perusal? Have we ever tried to make use of the mere droppings of time; has our favorite book been near us, so that we could readily resume our reading; have we read with interest when we did read, or read in a compulsory way, with an indistinct idea that the mere systematic attempt would make us so? The way we read is everything. If our interest flags; if we find that after we have read a page, our mind has been wandering, let us drop the book; for the measure of our interest will always be the measure of our real improvement. I do not undervalue systematic reading—far from it—but to those of us who have not reached that most desirable habit, a word of encouragement seems both proper and necessary. For the circle of our reward in this finds but a small arc of itself in the school-room; for in ourselves, in our own growth, will be found the completeness of the curve. From the artificial constraint of the school, we must unbend either in converse with others or with books. We can not indeed always choose our companions, but we may always choose a few good books. From communion with such society one can enter on the platform of any social caste, and feel that he also is a man.—*N. Y. Teacher.*

For the Journal of Education.

WEBSTER'S DICTIONARIES.

MR EDITOR:

As one of the Ex-Committee has written a reply, or rather imagined himself to have written a reply, to my communication on the above subject, I beg leave to add a few words to what I have already said. I regret that my "candor was only "apparent" in my former letter; and that too, in only a portion of it. I regret still more that the whole scope and tenor of the letter should have been misapprehended, as is clear from the supposed reply. Had the writer labored to show that Don Quixote is superior as a work of genius to Uncle Tom's Cabin, the general drift of his argument would have combated my positions just as directly as it now does. I distinctly asserted that I would at that time enter upon no comparison of Webster and Worcester; and I uttered not one word to depreciate the merits of Webster. I supposed I had sufficiently guarded this latter point, and I now regret to learn that I failed.

But what did I say? My letter contained two points; and as they are both important I take the liberty of recurring to them: First, I examined the statement that "two or more dictionaries are worse than one." I took the liberty, for the sake of imparting sense to the expression, to substitute "none" for "one" presuming that the Committee wrote the statement in that form. Now, granting that some confusion might result from having different standards of orthography and pronunciation, does any one really think this evil to be greater than to have no standard at all? This is the point: what would a school be without any dictionary! But the confusion and perplexity complained of is only imaginary. In conversation not long ago with a teacher in our State Normal School, I inquired, what system of pronunciation do you adopt? He replied very promptly "our system is eclectic." I believe the Normal School to be in this respect what it is in so many others, and what its name imports—a pattern or model school. The eclectic principle in pronunciation is the only true and I believe the only possible principle for an intelligent teacher to adopt. Any other principle is an iron bedstead, and in this country at least pupils will not submit to the operation of being laid upon it. With this in view, Dr. Worcester made his invaluable collection of different authorities in pronunciation. But in orthography, also I do not believe in *compelling* our youth to adopt a system which has not yet been adopted by the leading authors of our country or of England. Still further, your correspondent himself conceded that for learning the *meaning* of words for which, as he says, we mainly consult a dictionary, (a very questionable statement) "if an individual can afford the expense, it is well to own not one only but several English dictionaries." In view of all the above considerations, I can by no means agree with the statement that "two or more dictionaries *are worse than none.*"

In the second place, I examined more at length the still more objectionable statement that "nothing but the obstinacy of a few publishers prevents the use of Webster from becoming, in this country at least, universal." The refutation of this assertion as a matter of historic accuracy was the main, I may say almost the sole object of my last communication. But no allusion that I have been able to discover is made to this point in the reply. In refuting the objectionable statement, I adduced, with as much freedom from asperity as possible, a few facts. But it seems that, in relating the opinions of others, I was understood to be relating my own; just as though a person could not state the views of another without endorsing them. I adduced, particularly, the opinion of Irving respecting the *orthography* of Webster. The vexation of Mr. Irving at the Messrs. Merriam was a circumstance that I scarcely thought of, much less was it apposite to my purpose to stop and explain it. Mr. Irving's opinion of Webster's orthography was all that I regarded, and I think, on this point the letter was sufficiently explicit. If any explanation were required, it would have been perfectly in place for your correspondent to make it. Why did he not do so? I think it would have been quite as pertinent to the subject (not to mention other reasons) to accuse me both of unfairness and of ignorance.

But, to return to the point at issue, let it be remembered that the question is not whether Webster or Worcester is the better lexicographer; nor whether Webster is at present more generally used than Worcester. These are the questions which your correspondent has discussed, but I have never proposed

to myself to enter upon such a discussion, more especially of the latter question. The point is, whether *nothing but the obstinacy of a few publishers* prevents the universal adoption of Webster, in this country at least. This is the question with which I started, and to this I intend to adhere. Now for a few more facts in addition to those which I have already presented. Who does not remember the burst of indignation among literary men in this country when the Messrs. Harpers republished Macaulay's History with the orthography of Webster? I regret that I have not at hand those numbers of the *Literary World*, and other publications, in which the subject was discussed. But, in the absence of documents, I have a case in point which may serve as a specimen. A literary gentlemen of my acquaintance, whose reputation is high in Michigan, purchased a copy of the new work from the press of the Harpers. He began to read, but he had not progressed far before he became so much disgusted with what he considered the innovations in orthography, that he carried the work and sold it for a trifle at a second-hand bookstore. He then went and purchased an English copy at a much higher price. This is a single instance from a multitude. I ask, now, for I do not wish to lose sight of the point, does this come under the head of *the obstinacy of a few publishers?* Here is another fact; besides the works of Irving, those of Bancroft, Prescott, Everett, Sparks, Daniel Webster, and nearly or quite all others whose literary labors have thrown a halo of glory around our country, adopt none of the peculiarities of Webster's orthography, and I have been informed, on very creditable authority, that they were opposed to these peculiarities.

Your correspondent presents a very imposing array of States in which he says that the use of Webster's dictionary is strongly recommended. Now, sir, this array is impossible in more than one sense: it is fallacious, and a little sifting would show it to be so. As I wish, however, to hasten on to another topic, I will, for the present, content myself with three considerations which bear on this point. First, a large proportion of the recommendations in favor of Webster's dictionaries preceded the the publication of Worcester's Universal and Critical Dictionary. Webster took possession of the field with scarcely a competitor, and this, certainly, is one of the reasons of his success. Second, a very considerable number of those recommendations which have been written since the publication of Worcester's Universal and Critical Dictionary, are from persons who have never examined Worcester. This may seem to be a rather hazardous statement, but it is an undoubted fact. Third, a large proportion of the recommendations, which are paraded with so much pomp, are from persons who are not fitted by their avocations to form an independent judgment of the character of any dictionary. The single opinion of Washington Irving is of of more weight on this subject, in my estimation at least, than a ton of such recommendations.

I wish, in the next place, to examine a rare specimen of philological criticism in comparing Webster and Worcester, as definers; your correspondent, most unfortunately for his purpose, hits upon the following words:

"*Webster's High School.*	"*Worcester's Comprehensive.*
Mango, n., a fruit of the East pickled; a pickled muskmelon."	*Mango, n.*, a fruit; a pickle."

"An apple is 'a fruit;' an orange is 'a fruit;' yet neither is a mango. A

cucumber preserved in brine is 'a pickle;' yet it is not a mango. A 'pickled muskmelon' *is* a mango."

Now, Webster himself, in his quarto edition unabridged, gives, for the generic definition, the following: "The fruit of the mango tree, a native of the East Indies." From Webster himself, therefore, it appears that the above definition of Webster is wrong; for a mango is not always a pickled fruit, nor is it necessarily a fruit of the East, but only a native of the East. It grows, also, in the West Indies. The definition of Worcester for one so brief, cannot, I think, be improved. In his universal and critical dictionary a fuller account with one important signification which Webster does not give in his quarto, edition unabridged, will be found by any person who is very anxious to know exactly what mango means.

"*Malt*, *n.*, barley steeped in water and dried."	"*Malt*, *n.*, grain steeped in water and dried."

"But corn," (*quere*, does not the gentleman mean *maize*) "or wheat, or oats are 'grain,' and may be "steeped in water and dried;' yet the product is not malt." Indeed! Hear what Webster says in his quarto edition unabridged, "Malt, or barley *or other grain*, steeped in water, etc. Thus, again, Webster, according to Webster, is wrong and Worcester is right.

"*Webster's Academic.*	"*Worcester's Comprehensive.*
Man, *n.*, mankind; the human race; the whole species of human beings; a male individual of the human race, of adult growth or years; a word of familiar address; one who is master of his mental power; a moveable piece at chess or draughts."	*Man*, *n.*, a human being; mankind; a male of the human race; a husband; a servant; a piece at chess, or draughts, &c."

"Let us analyze Worcester's definition again. Man is 'a human being.' A woman is 'a human being;' ergo, a woman is a man. Man is 'a male of the human race;' a boy of three years is 'a male of the human race;' ergo, a boy three years old is a man."

This is truly amazing! I can imagine the smile of satisfaction with which these sylogisms were written; and the hearty laugh of many persons in reading them, while it was supposed that poor Worcester was almost annihilated. Let us construct a few more sylologisms by exactly the same figure in logic. Man, says Webster, is "a movable piece at chess or draughts." A queen is a movable piece at chess or draughts; ergo, a queen is a man! Let us try our hand once more at this fine species of logic. A crocodile is an aquatic animal; a duck is an aquatic animal; therefore, a duck is a crocodile!—Once more, white is a color; black is a color; ergo, (what a wonderful thing is logic, Mr. Editor,) ergo, black is white!* Now, sir, did "one of the ex-com." really mean to impose upon the readers of the Journal, and that too with the evident intention of casting disrespect upon one of the first of American scholars and authors; or was he really so ignorant of the simplest

*This last syllogism is given by Whately as an example of this kind of fallacy.—The same error is committed above in what is said of "mango."

legitimate forms of the syllogism as to have been deceived himself? I confess that I read his criticisms with inexpressible surprise.†

In respect to the above definitions of the word "man." I think Webster is singularly unfortunate. Pray, what is the difference between "mankind," "the human race," and the "whole species of human beings." For a comprehensive or academic dictionary, Worcester's definitions are decidedly preferable, as being more concise, perspicuous and accurate.

It should not be forgotten that the above definitions from Worcester are from an earlier and smaller work than the one which I have constantly referred to in my communications.

Finally, I cannot but allude to what your correspondent so gratuitously suggests more than once, that I understand only one side of this subject, and that my "views and statements were derived from a prejudiced medium." There are few things which a man of independent judgment resents more highly than such imputations; and I flatter myself I have, on my part, avoided any such discourtesy. I must claim, sir, that I have some opinions of my own respecting Webster's dictionaries, although, in what I have thus far written, I have studiously avoided any allusion to them and have aimed to present mainly the opinions of others. I will say, however, of myself that I have never sympathized with the enemies of Webster, any more than with those who have vainly sought to decry Worcester. Let them both stand where they deserve, it may be side by side, among the very foremost of American authors and scholars.

J. R. B.

Good School Houses.—The close connection of good school houses with good schools, is now conceded by every intelligent friend of popular education. Indeed, it is hardly possible to have a good school without a good school house; and the ultimate success of our whole system of Common Schools depends as much on a thorough reform in the construction, furniture, and care of school houses, as upon any other single circumstance whatever.

The people should bear in mind, and be encouraged by the fact, that when each district shall be provided with a suitable school house, the expense will not recur for a generation. Parents should also remember, that the interest which their children take in their studies, and the progress they make in the acquisition of learning, most materially depend upon the condition, location, and general arrangement of the school house which they occupy. If it is located without reference to the taste, health, or comfort of teacher or pupil; if it stands on the public highway, on the border of a swampy moor, on the top of a barren knoll, in the middle of a bleak plain, or in any other exposed, unpleasant, uncomfortable spot; if it is destitute of play-ground, enclosure, shrub, or shade tree, and every thing else calculated to render it pleasing and attractive; if its ceiling is only eight or ten feet high, instead of twelve or fourteen; if its dimensions are so contracted as to afford, on an average, only forty or fifty feet of cubic air to each pupil, instead of one hundred and fifty or two hundred; if no provision is made for a constant supply of that indespensible element of

†To those who have ever been misled by this most palpable of the logical fallacies I would recommend the perusal of what Bishop Whateley says on "undistributed middle."

health and life, pure air, except the rents and crevices which time and wanton mischief have made; if it is so utterly destitute of internal conveniences and external attractions, as to resemble a gloomy prison, or an Indian wigwam; if it stands in disgraceful contrast with all the other edifices of the neighborhood, public or private; if the only plan or principle which determined its size and furniture, was the *minimum scale of expenditure;* if the pupils, while attending school in it, should suffer from heat or cold, from too much or too little light; if the quantity of air contained in it, is so small as to be soon exhausted of its oxygen, and to cause the pupils to suffer from dullness, depression, and head-ache if, in short, it is so badly constructed, so imperfectly ventilated, so replete with vulgar ideas, and so utterly repugant to all habits of neatness, thought, taste, or purity, as to cause the pupil to regard it as the most comfortless and wretched tenement which he ever entered, to think of it with utter repugnance, to dread instinctively the tasks which it imposes, and finally, to take his leave of it, as of a prison, from which he is but too happy to escape; if such is the condition of their school house, then, surely, parents ought to remember that if their children attend school in such an inconvenient, repulsive, disparaging, unhealthy tenement, their lives will be endangered, their physical powers injured, their intellects impaired, their love of learning deadened, their moral sensibilities blunted, their manners become vulgar, and every impression conected with the school, deepened into the most irrepressible antipathy.

New York State Schools.—There are in the State of New York, 12,000 school districts, in which 900,000 children are taught. There are 15,000 teachers, one-half female. There are about half a million of books used in the schools, averaging about 125 to each district. The schools are supported by the United States deposit fund, a state tax, and taxes raised in the several towns, &c., amounting annually to two million and a half of dollars.

PRIZE ESSAYS.

In order to increase the interest and value of the Journal and to bring into useful exercise some of the talent that lies hidden and unsuspected amongst the teachers of Michigan, the Editor offers the following prizes:

1.—For the best Essay on "Education—its Aims and Methods," not to exceed five pages of the Journal, a splendid copy of Shakspeare, in one large octavo volume, bound in antique style, and gilt Value, seven dollars.

2.—For the best Essay on Primary Teaching, the same as above.

3.—For the best Poem on some educational theme, not to exceed three pages of the Journal, the same.

4.—For the best Educational Tale, the same.

The prize articles to be published in our January number for 1856. All competitors for these prizes must send their communications to the Editor before the first of December next, without signatures, the names of the authors being sent in a separate envelope and sealed. The prizes will be awarded by competent umpires chosen by the Editor, and all articles sent will be at his disposal. A copy of the Journal for the year 1856 will be sent to every unsuccessful contestant whose article is accepted for publication.

Youths' Department.

CHILDRENS' SAYINGS.

Almost every body has noticed how full of pith and pleasantness often, are the simple, unstudied sayings of little children. Almost without logic or language, they contrive sometimes to grasp the soundest conclusions of reason and the highest felicities of expression. Who has not laughed at the grotesque grouping of their thoughts, or wondered at their unexpected wit.

A little damsel of five summers who sits by our table and who has inherited her full share of her great ancestress' reputed curiosity, having partially heard a remark made by her mother, cried out, "What did you say, mother!" The remark was a causal one which was forgotten as soon as uttered. "I do not recollect!" replied the mother. "Well, then, say something else, can't you!" merrily shouted the little inquisitor, determined not to leave her curiosity unfed.

A little four year old daughter of a friend who, occasionally at least, indulges in a siesta after returning from sermon, was seriously remarking to her mother on the sanctity of the Sabbath. "We mus'n't play, Sunday, must we, mother; we mus' sleep an' go to meeting," said the juvenile philosopher, generalizing into a rule of duty without exception, as some wiser folks have done, the entire example of her superiors.

A little friend of ours who boasted, last winter, the dignity of two full years, and whose literature was confined to the single imperative sentence of "*ope door*," forced on him by the necessity of travel, awaked one night with an unpleasant feeling of obstruction in his nasal passages. After a fruitless effort to blow away the offending substance, he summoned his learning to his aid, and to the no small amusement of his listening parents, indignantly remonstrated, "ope door!"

A more melancholy instance of childish logic recently occurred in the family of a friend who now mourns the death of an affectionate wife. His little daughter was led in, to see the corpse, and, as she stood looking upon the pale face which had so often smiled upon her, she was assured by sympathizing friends that her mother had gone to heaven. "Who is this, then!" she suddenly replied, pointing her finger to the corpse. The young materialist could not comprehend the duality of human nature.

Labor is one of the greatest elements of society—the great substantial interest on which all men depend.

NEW DOME OF THE CAPITOL AT WASHINGTON.—The workmen have commenced the scaffolding for the construction of this novel and magnificent structure. About twenty men are now employed in preparing the timbers; the work of building the scaffolding will be commenced in the rotunda the first week in August, and a month at least will be occupied in putting it up. After this is accomplished, the old dome will be taken down and the construction of the new one commenced. The old dome is to be taken down entirely to the roof of the Capitol, and a base constructed of 25 feet in height and 132 feet in diameter, somewhat of an octagonal plan. On this stands a noble colonade of 123 feet in diameter, consisting of 36 columns, with appropriate entablatures, balustrades, etc., from which rises an enriched attic of 38 feet in height by 107 feet in diameter. This attic forms the base of the cupola, the diameter of which is 88 feet and the height 56 feet. The whole is crowned by a gracefully proportional lantern, supporting a colleesal stature of the godess of liberty.—The entire elevation from the ground on the eastern front of the building is 300 feet. The interior is exceedingly rich, and the ornaments are of a bold and striking character. The present rotunda is preserved as high as the top of the cornice, above this will be a gallery over which a belt of sculpture 9 feet high and nearly 300 feet long, extends around the entire dome. Above this there is a succession of galleries, colonades, entablatures, attics and balustrades surrounded by a hemispherical ceiling, crowned with a lantern at the height of 218 feet from the floor. The highest point of lookout is 275 feet above the ground on the eastern front, and the highest point from which the interior may be seen is 218 feet above the floor. The whole work is to be of iron, from bottom to top, inside and outside. It will be the first structure of the kind ever built entirely of this material. The design, as well as the working drawings, is by Mr. Walter, architect of the Capitol extension, and the execution of the work is under the direction of Capt. Meigs, of the topographical bureau.

THE WILL AND THE WAY.—I learned grammar when I was a soldier, on the pay of sixpence a day. The edge of my berth, or that of my guard bed, was my seat to study on; my knapsack my book case, and a bit of board, lying on my lap, was my writing-table. I had no money to purchase a candle or oil; in winter, it was rarely that I could get any light but that of the fire, and only my turn even of that. To buy a pen or piece of paper, I was compelled to forego some portion of my food, though in a state of half starvation. I had not a moment of time that I could call my own; and I had to read and write amid the talking, laughing, singing, whistling and bawling of at least half a score of the most thoughtless men—and that, too, in their hours of freedom from all control. And I say, if I, under these circumstances, could encounter and overcome the task—is there, can there be, in the whole world, a youth who can find an excuse for the non-performance?—*Cobbett.*

"NATURE," says Carlyle, "when her scorn of a slave is divinest, and blazes like the blinding lightning against his slavehood, often enough flings him a bag of money, silently saying, "That! Away; thy doom is that!"

THE PURSE PROUD MERCHANT.—Many years ago a merchant, worth nearly a million of dollars, stood upon a wharf, watching the approach of a rich ship, just arrived in port, of which he was the owner. He was elated with his good fortune, and looked lofty and arrogant. A poor seaman, suffering under grievous maladies, stood near, and having experienced how changeful is life, ventured to suggest to the triumphant merchant, that "riches had wings."

"Poh!" said the merchant, "there, you see that diamond ring I take from my finger! See me fling it into the river. It is gone. As well may you expect to see that ring again, as to see me a poor man!"

Some days afterwards, the merchant gave a dinner to his friends. Among the luxuries provided for the feast, was a salmon from the river.

The cook happening to open the stomach of the salmon, found there, to her great surprise, the merchant's diamond ring! She carried it to him. His countenance fell, for he remembered his boastful language.

The dinner was heartless and tedious. The rich wine only made his thoughts the more poignant. He slept none that night. He became an altered man. His speculations were all unfortunate. Loss succeeded loss: and in a few years he was a poor man.

Wealth is the gift of God, "and given for a good purpose, not to be squandered—not to make its possessor hard of heart; but to teach him benevolence, to enable him to benefit his fellow men."

HURRAH!—This word is pure Sclavonian, and is commonly heard from the coasts of Dalmatia to Behring's Straits when any of the population living within these limits are called on to give proof of courage and valor. The origin of the word belongs to the primitive idea that every man that dies heroically for his country goes strait to Heaven (*Hu-raj* to Paradise,) and it is so that in the shock and ardor of battle, the combatants utter that cry, as the Turks do that of Allah! each animating himself by the certitude of recompense, to forget earth and contemn death.

Editor's Table.

STATE TEACHERS' INSTITUTE AT DETROIT.—This Institute met according to appointment at Detroit Monday evening, Aug 27th, and was organized by the Superintendent of Public Instruction in person. The meetings were held at the Capitol School House. The attendance increased daily till 75 names of members were enrolled, and an increasing interest was shown in the exercises. Six daily lectures of nearly an hour each, were delivered throughout the session, and an hour each afternoon was devoted to a general discussion of some educational topic. The Board of Instruction comprised Messrs. Welch, Jackson and Fisk of the State Normal School, and Nichols and Gregory of Detroit. Prof. Winchell of the University delivered several lectures on Geology, and Dr. H. Goadby, the well known Microscopist, lectured on the Microscopical

structure of certain vegetable and animalculæ. Mr. M. J. Clark of the Commercial College also gave a lecture on Penmanship.

The hour for general discussion on Tuesday P.M., Sept. 6th, was devoted to the organization of—

The Wayne County Teachers' Association.—Bradford Smith, of Detroit, was elected president; H. Olcott and George W. Bigelow, secretaries; L. J. Farcy, treasurer; and Messrs. J. F. Nichols, U. Bassett, C. H. Denison and V. Willitts, ex-committee. The list of vice presidents, embracing one from each township, has not come to hand.

The Institution adjourned finally on Friday P.M., with some appropriate remarks by Hon. Mr. Mayhew and the passage of some complimentary resolutions by the members of the Institute. The session was a pleasant and useful one, and will long be remembered by those who were in attendance.

——INSTITUTE AT ROMEO.—This Institute began Monday, Sept. 10th and closed Friday the 21st. Lectures were delivered by Prof's. Welch, Jackson and Tisk, and by Dr. Cutcheon and Mr. D. P. Mayhew, late Supt. of Schools in Columbus, Ohio. More than one hundred names were enrolled and a good spirit is said to have prevailed.

The following Resolutions were adopted by acclamation by the members of the Institute.

Whereas, We have enjoyed the privileges of the State Teachers' Institute, whose session in this place is now just closed, and have received from it great pleasure, coupled with most valuable instruction, and have been led to more enlarged views of education and of our educational necessities as a State; and those of us who are teachers induced to renewed efforts in attaining excellence in our profession, therefore,

Resolved, That we tender our most hearty thanks to the people of the State of Michigan, and to the Hon. the Superintendent of Public Instruction, with the other members of the Board of Instruction, for placing within our reach means of so great profit to ourselves, and through us as teachers to the entire educational interest of this region.

That we regard it of the utmost importance that the system of itinerant normal schools thus begun be continued, since incalculable good has been already accomplished by it, and since we can safely predict for it, during another season, the removal of the circumstances and prejudices which have been so unfavorable during this, and a consequent far more general attendance of teachers.

Resolved, also, That we tender our thanks to the friends who have enlivened our exercises with the sweetest of music, and to those who have entertained us at their homes with the noblest of cordiality.

Resolved, That, regarding the Michigan Journal of Education as the *sine qua non* of the Michigan teacher, we pledge to it our continued and most hearty support.

Resolved, That our proceedings be communicated to the Superintendent of Public Instruction, to the Journal of Education, to the county papers, and to one or more Detroit papers.

The adoption of these resolutions having been preceded by appropriate remarks from prominent citizens of the town—responded to by Prof. Welch, on the part of the Board of Instruction. The meeting was immediately adjourned

in a very becoming and impressive manner by the whole audience joining as with one voice, in singing,—"Be Thou O God, exalted high in its time honored majestic melody." GEO. K. NEWCOMBE, *Secretary.*

BARSTOW UNION SCHOOL.—The Seventh Ward Union School, Detroit having been greatly enlarged and beautified by the addition of two large wings, a new front and cupola, at an expense of $6000, was appropriately dedicated on Friday P.M., Sept. 7th, under the name of the Barstow Union School, in honor of the late Hon. Samuel Barstow, the early and efficient friend of the public schools of Detroit. The exercises were held in the spacious school-room of the higher department, which has been newly furnished with desks and chairs of New York manufacture. It was adorned for the occasion with evergreens, and the blackboards, which go quite around the room, were ornamented by tasteful drawings of landscapes, and animals, and flowers, neatly done with colored crayons, mainly by the pupils. After prayer by Dr. Duffield, and an introductory address by S. H. Sumner, one of the pupils, Levi Bishop, Esq., President of the Board, came forward with an address full of generous sentiments and plain speech. It were well for Detroit if his noble zeal for the public schools of the city could be felt by her citizens at large. He was followed with speeches from some of the prominent citizens and clergymen, and a general desire was expressed that the system of schools might be rendered complete by the speedy erection of a central High School. The exercises were enlivened with many a pleasant song from the pupils under the lead of their excellent principal, Mr. L. J. Marcy.

OUR little boy, WALTER, died this morning, September 29th, at 4 o'clock.

Literary Notices.

JAPAN AS IT WAS AND IS. By *Richard Hildreth.* Published by Phillips, Sampson & Co., Boston.

The name of the author is a sufficient guarantee of the literary merit of this book. The singular and secluded people of whom it treats, have so long and so jealously shut out all other members of the human family that a whetted curiosity eagerly seizes upon every offer of information concerning their habits and history. The events of the U. S. Expedition to Japan and the reopening of the Japanese ports to English and American commerce, has excited still more strongly this curiosity, and rendered a work like this of Mr. Hildreth's doubly acceptable. Yet it scarcely needs this element of interest; it is in itself a book of rare attractiveness. It is not a mere revamping of the old story,—a namby-pamby dilution of the little, that has been heretofore known about Japan, got up to satisfy a momentary demand, but going patiently to the original writings of early Dutch and Portuegese navigators, to the narratives of the Jesuits, and to Chinese and Japanese records, the author has collected and arranged a large mass of valuable and interesting matter which has never before been published in English. It pours a flood of light upon the customs, civilization, and modes of thought of a great empire which has heretofore been as as a blank space in the map of nations. For sale by Kerr, Morley & Co., Detroit.

THE GLORIA IN EXCELSIS, an extensive collection of new church music. By *W. Williams.* Published by Phillips, Sampson & Co., Boston.

The lovers of sweet song will find much in this book to feed their delight. Filled with new music, from the pens of many different composers, and containing the gems from

some of the most celebrated oratios. It offers a variety of attractions that cannot but make it acceptable to choirs. For sale by Kerr, Morley & Co., Detroit.

TOWERS' READERS. Published by Daniel Burgess & Co., New York.

This series of Readers, six in number, are the product of the joint labors of D. B. Tower, A.M. and Cornelius Walker, A.M., both, if we remember rightly, prominent Boston teachers. They have evidently brought to their work a practical skill and a refined taste. The books excel in the clear statement of the principles of good reading and in the admirable selection and arrangement of the copious elocutionary exercises. Pupils can scarcely fail to become good readers if well practiced in these exercises. The selections of reading lessons are good, and, as we judge, truly progressive through the different books of the series.

GILLESPIE'S LAND SURVEYING. By Prof. *W. M. Gillespie*, of Union College, N.Y.—Published by D. Appleton & Co.

This is a magnificent work. It embraces both plain and geodesic surveying in all their departments and methods, and, as a treatise upon this art, may be considered as exhaustive. Prof. G. is equally versed in the scientific principles and practical expedients of the surveyor, and he has accordingly produced a book in which the student will find every principle thoroughly illustrated and every approved method clearly explained. The illustrations and diagrams are at once ingenious and plain, and the directions for practice minute and valuable. Those who have studied and practiced surveying for years will still find something new and useful here to be learned.

FIRST BOOK IN COMPOSITION. By *F. Brookfield.* Published by A. S. Barnes & Co., N.Y.

This little book strikes us both as true in theory and ingenious in form. The author has rightfully recognized the truth too often forgotten, that children need aids to thought rather than to the expression of thought; and this aid he furnishes not in an outline or skeleton, which is often as devoid of all life to the pupils as a mass of dry bones, but in a series of suggestive questions on the topics proposed for essays. We shall be quite mistaken if the book does not prove both useful and popular.

MCNALLY'S COMPLETE SCHOOL GEOGRAPHY. By *Francis McNally.* A. S. Barnes & Co, N. Y.

This geography is the third and highest in the series prepared by Messrs. Monteith & McNally. It is in the quarto form, embracing maps, questions, &c., in the same book. The maps are well engraved and excel both in distinctness and amount of matter. The questions comprise a thorough review of the maps and are so arranged as to occupy the least space with the greatest perspicuity. It is more exclusively a geography than any book we have ever examined, the usual historical and other matter being omitted. It is beautifully illustrated, and is, altogether, of attractive appearance, and will, we doubt not, be found a substantial improvement in geographical text-books.

ELEMENTS OF PHYSICAL AND POLITICAL GEOGRAPHY. By *C. S. Cartee*, A.M. Hickling, Swan & Brown, Publishers, Boston.

If geography does not become as popular as it has long been prominent in the common school it will be through no fault in the publishers of school books. The book before us is a volume of 342 pages, embracing full outlines of geology, and physical, mathematical, and political geography, well arranged and illustrated by numerous engravings. The pupil is supposed to be provided with maps amongst the school apparatus, or to possess some school atlas, and hence none accompany the book. It embraces much valuable information which usually finds no place in our geographies, but which is essential to the student.

ON account of the press of other matter, several book notices are unavoidedly defered till another No.

ITEMS.

——The Fall term of the State University begins Monday, October 1st, and of the State Normal School, Tuesday, October 2nd.

——Wm. G. Peck, A.M., late assistant Prof. of Mathematics at West Point has been appointed to the Professorship of Civil Engineering in the Mich. University, in place of Prof. A. Winchell who has been transfered to the chair of Natural History.

——Prof. E. Randall has been appointed to the Principalship of the Coldwater Union School.

——Mr. and Mrs. Tenney late of the Homer Academy, Mich., have succeeded Mr. and Mrs. Pierce in the Union School at Marshall.

——Prof. A. B. Dunlap of Jonesville, has gone to the new Female College, Elmira N. Y. He and Mrs. D. bear with them the hearty good wishes of many Michigan friends.

——We have recieved a circular of the Young Ladies Institute, a new school for Ladies, to be opened on the 18th. of Oct. inst. under the charge of Prof. and Mrs. Pierce late Principals of the Marshall Union School. Prof. P. and lady are among our most earnest and excellent teachers and have earned a well earned fame in their late position.

——We are glad to learn of a movement in some of the Southern counties for the establishment of Township educational societies. If the people will secure good schools for their children, they must organize to promote education. We have notes of only two of these societies, viz: in Adams, Hillsdale Co., G. H. Botsford President, and Somerset, Hillsdale Co. Rev. Mr. Stevens, President. Others have been formed. We have an order for two copies of the Journal for one year, awarded by one of these societies to the two best teachers in their Schools.

——O. L. Spaulding, A. B., late of Oberlin, has taken charge of Medina Academy. Mich

——Mr. C. E. Simons, recently from New England, has the charge of the Union School at Sturgis, Mich.

JOURNAL OF EDUCATION FOR 1856!

THE Third Volume of the MICHIGAN JOURNAL OF EDUCATION will begin with January. 1856. Devoted to the Educational interests of Michigan, and embracing in its corps of writers some of the ablest scholars and teachers in the State, it aims to provide for the Homes and Schools of the Peninsular State a Periodical whose literary merit and sound practical character shall make it not only a safe but a useful and interesting visitant.

P A R E N T S !

This Journal has claims upon you. It labors to promote your dearest interests. Will you not contribute ONE DOLLAR to sustain a publication which gives you better schools and affords you the most valuable aid in the home-culture of your children ?

TEACHERS OF MICHIGAN!

Shall your Organ receive justice at your hands ? If you will, its circulation may be doubled, aye, quadrupled, another year. It advocates your rights! It aids your labors! It honors your profession! Let it have, at once, your own name and then as many more as you can obtain. Give us the means to enlarge and improve the Journal as we wish, and we will send forth a Periodical that shall bear the names of Michigan Teachers in honor throughout the Union.

The Journal, hereafter, will never be continued after the Subscription has run out. Will not our friends, therefore, see to it and renew at once when their year has expired ?

It being a matter of much pecuniary importance to obtain as many as possible of our subscriptions at the beginning of the volume, we earnestly request our friends to renew before Christmas.

MICHIGAN

Journal of Education

AND TEACHERS' MAGAZINE.

VOL. II. NOVEMBER. NO. XI.

SWAMP LANDS—HIGH SCHOOL FUND.

It is generally believed that the people of Michigan are about to become the possessors of a vast sum of money from the sale of the so called Swamp Lands, granted to the State by Congress. The conditions of the grant require, without doubt, morally if not legally, that the lands shall be so disposed of as to secure their drainage; but it seems equally plain that this drainage may be best secured by selling them under conditions of their being drained by the purchaser. If so sold, we may safely count upon the receipt of a large sum into the treasury, for a great proportion of these lands are swamps only in name, and comprise some of the most valuable lands in the state.

What will the people of the state of Michigan do with this money? Such is the question that now concerns us. It is expected that this fund will amount to several millions of dollars: Where will the outlay of this princely sum contribute most to the general and permanent well-being of the state? To this question we have already heard an earnest and decided response. Multitudes of well known and potent voices from both shores of the Peninsula have pronounced this fund sacred to education, and we have no doubt that the general sentiment of the people of Michigan will, when the time shall come, give their emphatic amen to this proposition. In no other way may it be made to minister so equally and so certainly to the general good and glory of the State, as by being made to furnish yet freer and nobler facilities to our youth for the attainment of education.

The main practical question concerns the department of the educational system, on which this fund may properly be expended. It is estimated that our Common School fund will ultimately amount to about five millions of dollars. We are more than doubtful of the propriety of increasing this. Our University and Normal School are already liberally endowed. It may be expedient to

build another Normal School, near our western shore, and perhaps another in the Upper Peninsula; but there will still be a large remainder to be disposed of, and we know of no application of this, so much needed and so palpably just and politic, as the establishment of a fund for the aid of Union Schools.

The Union, or more properly, Graded Schools of Michigan, seem destined to occupy a most important place in our educational machinery. One after another, our larger villages are taxing themselves to rear in their midst, with a most noble munificence, splendid school buildings, and to supply them with learned teachers of approved competency, thus affording to the children in their vicinity opportunities for an education greatly superior to that which can be obtained in the country district school.

Now it seems evident that these Graded Schools, or the high school departments connected with them, must either be made to occupy the ground formerly held, in the East, by Academies and College preparatory schools, affording to their pupils academic and classical tuition, and engrossing the patronage heretofore going to the Academies, or they must ultimately prove failures. Not only will the best teachers abjure schools which abjure liberal studies, but private Academies will start up, under the very eaves of the Union School house, and culling from its classes all who are fired with a true, scholarly spirit, will force it, with all its splendid appointments, down into the rank of a subordinate and "common" school.

But if the Union Schools, with their noble endowments shall be made to preoccupy, as they ought, the whole ground lying between the Primary School and the College, it is but just to demand that they shall furnish this higher instruction, not only to the pupils of their own districts, but also to such pupils from the adjacent country districts as may require it. Thus the high school department of Niles should be made the academy of Berrien County, and that of Jackson the academy for Jackson County, &c. And to enable them to take this position and do this work, we would establish a High School Fund, like the Literature Fund of New York whose proceeds should be distributed among the High Schools of the State, in proportion to the number of pupils instructed in classical and high school studies.

Nor would we, individually, care to confine the benefit of this fund to institutions belonging to the Public School System. There are, and probably always will be, sections of the State where no public school of a high grade exists, and where schools belonging to some private corporation or religious denomination supply the public want. Now as the ultimate end aimed at by the school system of the State, is the education of our youth, the State may well be called upon to foster any institution which efficiently accomplishes this

work. Nor need it be feared that this will involve the State in the *crime* of *teaching religion*; for we may justly require that the institution asking for public bounty, shall comply with such reasonable conditions as to the course and quality of instructions given, and shall subject themselves to such official supervision as may secure the public against any scheme of mere selfish sectaries.

What nobler use, we ask, then, can be found for this great swamp land fund than thus to stimulate and aid the growth of a system of Union or High Schools which shall elevate and liberalize our entire educational system, and spread amongst the youth of the State a more generous culture than the old common school could be made to supply.

For the Journal of Education.

THE GERMAN GYMNASIUM—ITS ORIGIN AND DESIGN.

BY G. A. METZGAR.

PARTIALISM, or one sided effort, seldom accomplishes much, but least of all in education. A glance at the pages of history will at once prove the truth of this assertion. Here we find the annals of nations who have neglected developing the mind, and given their exclusive attention to the strengthening of the bodily powers; and, again, there are others, who have disregarded the physical education, and provided only for the cultivation of the mental faculties. For an example of the former, we may refer to the Spartans whose children were taught gymnastics thoroughly, and who were thus enabled for centuries, to maintain an uncontested preponderance over their weaker neighbors, but their stern, stoical natures knew little of that happiness which comes from the inner life, the source of our spiritual treasures; for the sentiments that ennoble man were unknown to a people whose mothers could reject with indifference the son returning without his shield from the battle-field. Among the latter, including most nations of our own age, we find those who have forgotten that a healthy and powerful mind can only dwell in a sound body, and often do they see their greatest exertions in developing the mental faculty fail, from mere want of physical strength. And, if in spite of that negligence, men of eminent acquirements have arisen, we may rest assured that most of them would have far surpassed themselves if they had not lacked a sufficient and lasting support from the body. These observations show plainly that in education, as well as in many other things, the "juste milieu" is the most correct; that neither mind nor body should be exclusively developed, but that each should receive the attention its importance demands; and as it is self-evident that the lower should be subject to the higher, the more exalted faculties of the mind should, as a matter of course, have the preference; but at the same time joints and

muscles should be carefully prepared for the service of the mind. It was with these facts in view, and to supply the want of proper physical training for the young, that in the early part of the nineteenth century, gymnastic exercises, which for ages had pretty much disappeared, were revived by the Germans. To Professors Tahn and Gutsmeeth the merit of again introducing them to the attention of the public is particularly due. After having carefully examined the structure of the human frame, they set about devising numerous exercises, and arranging them in a well adapted series.

Associations of Turners,* composed mostly of young men, were accordingly formed in many cities of Germany and soon afterwards in Switzerland, for the purpose of practicing together under the instruction of chosen leaders. But the acquirement of physical strength was by no means the sole object which the founders of these institutions had in view. The gymnasium is remarkably well adapted to the cultivation of liberal and patriotic principles. The man who is aware of the strength within him, and capable of using his muscular powers to the very best advantage, will not suffer himself to be trampled upon by his fellow-man; and in a few years indeed, a spirit of freedom manifested itself that surpassed the most sanguine hopes of the enemies of Napoleon, who at that time had stretched his tyrannical hand over the Land of Philosophy. The subsequent victories gained over the foreign invader, and his final expulsion from the German frontier, was in a great measure owing to the bravery of the well organized and fearless legions of Turners, who, particularly in Prussia, had become very numerous.

But scarcely were the lives and thrones of the potentates out of danger, when they conceived the plan of betraying their defenders. Nations have always been faithful to their princes, while these on the contrary, have too often proved traitorous. The promised reforms of the government were withheld and a despotism exercised, not exceeded in severity by that of Napoleon.—Men who dared to raise their voice against such an outrage and plead for the just cause of the nation, men who had spilled their very heart's blood for their proud oppressors, were rewarded by imprisonment or exile, and the associations of Turners were disbanded or placed under the strictest control of the police, under the pretext of their being dangerous to the existing government and to the peace of the country.

Yet that spirit of freedom has never since died and never will die, in spite of all the despots and tyrants united. Whenever a ray of hope has dawned on the horizon of freedom, the Turners have always been ready for action, and during the revolution of '48 and '49, when united with the students, proved not only a match for the regular army, but, in point of bodily endurance, far superior to it. Still, with whatever severity the associations of grown-up men have been treated, gymnastic exercises in the higher schools have ever been encouraged and supported as absolutely necessary to maintain the equilibrium between the physical and mental development. Gymnasiums have been, and are now, connected with many of the higher schools, and during the short period of partial political freedom of '48 and '49 so much importance was at-

* Gymnasium, in Germany, commonly means a high school of learning, similar to the colleges of this country, but with a more extended and more thorough course of study, and it is from these schools that the young men enter the university. Establishments for training the body are called Turnanstalten, from the old German word Turnen, to turn,—a Turner, therefore, is a Gymnast.

tached to these exercises, that at the college of Darmstdt, a young man who for many years had been a political refugee, was appointed instructor, with a yearly income of 2500 florins, being 500 florins more than the salary of the director.

We will now give a short description of a gymnasium, and then show briefly how the exercises are conducted. Pure, fresh air being one of the most important requisites for health and bodily vigor, it is plain that rooms should be resorted to only in winter. For the gymnasium in the open air, a piece of ground is laid out, varying in size according to the number of pupils, and covered with a bed of oak bark, from one to two inches in thickness, so as to make it softer and prevent injury from aceidental falling. One part of it forms the play-ground, being at the same time used for the preliminary exercises, and for walking and running; the remainder is occupied by the apparatus. One of the most important of these, which is at the same time very simple in its construction, is the horizontal pole. Two stout, upright poles are firmly fixed in the ground, about six feet apart; a pole of white-ash, smooth and without a knot, that the performer can nearly surround with his hand, is strongly mortiсed into the posts, so high as to require a slight leap to reach it. This pole might be made movable so that it could be lowered or raised, but as its diameter remains the same, it is far better to have several posts errected so as to accomo date different classes.

This apparatus affords a great variety of exercises. Embracing some of the simplest and some of the most difficult feats of Gymnastic skill. They are peculiarly adapted to give a strong and healthful development of the muscles of the chest and arms.

These exercises, designed particularly for strengthening the muscles of the arms and chest, are very numerous, ascending from the most simple to difficulties almost insurmountable. Not less important are the exercises on the parallel bars; and these also have a very beneficial influence on the arms and chest. For this apparatus, two bars, four or five inches in thickness, and rounded on the top and ends, are placed horizontal and parallel upon four posts, far enough apart to allow room for the body to swing easily between them. The posts should be from three to five feet high—but this is best regulated by the size and advancement of the gymnast. The bars should be no higher than the shoulders of the beginner, but they should be above the crown of the head of the more advanced pupil, making a slight spring necesеary to balance him upon his hands.

Another apparatus, upon which a great variety of useful exercises are performed, is the climbing scaffolding. Upon two posts, twenty-five feet high and fifteen feet apart, a thick heavy plank is fastened. A wooden ladder may be leaned against the plank at an angle of forty-five degrees, and a smooth board a foot wide may also be set against it. Through this cross piece may be fastened several hooks projecting from the under side. From these may be suspended smooth or knotted single ropes and a rope ladder. For swinging, an apparatus called a horse is used.

This is one solid piece of wood made to resemble the body of a horse without head or tail, upholstered, and supported by four legs firmly fixed in the ground. The saddle is formed by two pommels which are made of wood, curved at tops and fastened with screws. They are likewise upholstered. The horse should be placed under a roof when not in use.

These exercises, although difficult are very attractive to the young Gymnast, proving at once the practicability of becoming a good performer. For the equilibriüm exercises a long pole called a "bridge" is used. This should be thicker at one end than at the other, and supported a foot or two from the ground by a post under the thickest end and another under the middle. The principle exercises on the bridge are standing on one foot, walking with or without the assistance of the teacher from one end to the other and back, stepping over a stick that is presented knee high, at every step; two pupils meeting and passing each other; and the combat, when two, coming from different directions, try to push each other off. At first the pupil may practice these exercises with the pole lying on the ground. For leaping exercices, two square sticks are driven into the ground, with holes bored through them for pegs, at different distances from the top. A string with little bags of sand attached to each end is suspended over opposite pegs at the required height. At the slightest touch the string will fall, thus all danger of getting caught is avoided. Leaping is also performed with the assistance of a pole, either on the string or over a bench which is narrow at one end requiring but a slight leap, and gradually wedening, making the exercise more difficult.

These form the most important part of the apparatus requisite for a good Gymnasium. Many others, however, may be erected, and occasionally used to advantage, but it is the manner in which the exercises are performed, rather than the number, that will most certainly secure the desired good results.

(To be continued.)

For the Journal of Education.

DICTIONARIES.

Mr Editor:

The paragraphs in the Report of the Executive Committee of the State Teachers' Association, relating to a standard dictionary, have given occasion to some able, and, I think, valuable controversial productions in your Journal. As the author of those paragraphs I have felt some interest in the subject, but disinclined to controversy, and always glad to see a free expression of opinion, in a public Journal, I have not hitherto written a word upon it, nor should I now, but for a misapprehension of my language by the able and courteous critic. I have no doubt that he will accept gladly the explanations I have to offer.

The first offensive expression is the following:—

"In the choice of dictionaries since we must choose, and two or more are worse than one, we should certainly choose the best," This the critic considers so decidedly bad that he follows the example of many scholiasts, and not a few Biblical commentators, and changes the text, making the report say, what the author could not assent to, and what the Association has never resolved, "that two or more are worse than none." The objection of the critic is, that "as the language now stands, it implies that one is bad, and two or more are worse."

Now suppose the author had been precise enough to write, "two or more are *not so good* as one," could his meaning have been mistaken? Verily, no. Now this is just what he meant. How much difference between "worse than," and "not so good as!"

"Strange such a difference there should be.
'Twixt tweedledum and tweedledee!"

The author acknowledges, of course, that critically there is a difference, and that the misapprehension of his meaning is not strange, especially as so small a change as *one into none* suggested itself to the critic, but had no such change been possible, he is persuaded that the critic would not have misapprehended him. Confessing that he committed a syntactical blunder according to some of the Grammarians, worthy of being enrolled with the more than thousand and one collected by the indefatigable Goold Brown, *mostly from the very best of writers*, the author is yet seriously inclined to defend it, as corresponding with good usage, in many if not all languages, from time immemorial. Is it not an idiom well sanctioned? Does the use of an adjective in the comparative degree, applied to one of two in a direct comparison, always presuppose, in the other party, an actual possession of the same quality? Of course it does generally, and strictly, but does it in good usage always? The author is convinced it does not.

Webster certainly is reliable for his definitions, as all agree. He has four definitions of "*worse*," the last part of the third of which is, "less perfect or good," and the fourth meaning is similar, which is precisely the sense in which the word is employed in the sentence referred to.

In the Iliad of Homer, Book 20 and verse 434, is an expression seeming to come under the same principle, if *cheiron* is taken in its primitive sense. But as this may be interpreted otherwise, we adduce two or three, more unmistakable. Our Grammar is Anglo Saxon; take one then from the mother of English.

In Caedmon's poetical "Paraphrase of Sacred History" he describes the Egyptians as under Pharaoh they went out to attack the Israelites, and their destruction in the Red Sea. We translate a passage:—

The Egyptians were affrighted,
They fled in terror,
Gladly would they find homes
Their vaunt became sadder
(Gylp wearth gnornra.)

Now their *vaunt* was not sad in the beginning, how then could it become *sadder?* But perhaps a still more pertinent instance is that translated from the Hebrew, in Daniel Chapter I. and 10th verse. "And the prince of the eunuchs said unto Daniel, I fear my lord, the king, who hath appointed your meat and your bread, for why should he see your faces *worse liking* (sadder) than the children which are of your sort? Now I should ask any candid critic. Is it supposed that the king would expect any of his children to look *bad*, on account of cheap or mean living? The idea is preposterous. But was not the keeper of the children afraid that if Daniel eat only vegetables, while the other children, fed on rich fare, would look *well*, Daniel would be "*worse liking*," that is, *not so cheerful and well?* This is a nice verbal point, and perhaps it is not necessary to press it; but I cannot forbear to quote a couple of lines from a quaint and rich book that has lately appeared in England, entitled Chronicles selected from the Originals of Cartaphilus, the Wandering Jew; by Hon. David

Hoffman &c. It is a book full of history and philosophy. Describing the dress of Cartaphilus, he says: "On his shoulders was a purple Ephod, of *rare* and *exquisite* workmanship, likewise the *worse* for wear." Now I would ask, "worse than what?" Was a thing "of rare and exquisite workmanship" bad in the begining? Then is even one dictionary bad.

If we erred then, we own it, and have no pride to be humbled by it, for truth is what we should all desire; but we simply state, that when we wrote "two or more (dictionaries) are worse than one," we wished to be understood, as we are confident we were generally understood, not that one dictionary is inevitably a bad thing, but that a multiplication of *standard* dictionaries would have an element of badness in it. How could any one suppose that the State Association would prefer *no* dictionary to two? Better have a thousand dialects than no speech at all, and every speech worthy of perpetuation deserves a standard dictionary. I would not be outdone in courtesy and frankness by the critic, whose philological acquirements and acumen I so highly respect, but if he will suppose himself for a moment in my place, he will acknowledge the necessity of a clear explanation of the expression criticised, and I am persuaded that he will allow that though the language is idiomatic and perhaps inelegant, it is capable of a reasonable and not unnatural interpretation.

The argument, thus explained, I am confident is approved. We do not object to many dictionaries for scholars—let them have Bayley's, Johnson's, Perry's Richardson's, Worcester's, all they please—but it is a standard dictionary of which we speak. "Two or more" standards in measure, in money, in time, how mischevious would they be! Not less so, two or more standard dictionaries, if they differed greatly. Happily Webster and Worcester do not differ much, but of this more hereafter.

Now for the second passage objected to. "In our opinion, Webster's dictionary is decidedly the best. The changes introduced or recognized by him are philosophical, and nothing but the obstinacy of a few publishers, prevents their becoming, in America at least, universal." "The latter part of this," says the objector, "is questionable as a matter of fact." There is then a question of fact before us. It would undoubtedly require much statistical information to decide it, and that would decide it without controversy.

Let the author be understood. Publishers may include authors. The evident meaning of the sentence objected to is, either that a large majority of those engaged in producing printed matter in the United States do use Webster's Dictionary, or that the people would prefer to have them do so; and a *minority* of publishers refuse to follow the majority, or all the publishers who discard Webster's, being "few" in comparison with the people, refuse to gratify their wishes.

According to either sense of the expression, the author believes it is correct. He must be brief: he hopes to be perspicuous and correct.

The publishers of the American Edition of Macauley's History of England, to which objection was made in the article which we are noticing, on account of its orthography, are now said to be the most prolific publishers in the whole world. I do not vouch for it, but with their late expansion of business, I presume it is so. They publish about twenty bound volumes a minute, through all the working time of a year. The spelling followed in Macauley's History is invariably followed by them, except in very rare instances, such as when the author insists upon another form

Macauley was interested in the American edition of his Book, and *did not* request any deviation from the Harper's usual mode of spelling, and therefore it was not made. And while the new edition in Boston, with the old English spelling, I suppose not found, I verily believe, in one hundreth of the American books printed within the last dozen years, it was sold by the tens, perhaps, if it reached a respectable number of tens. Harpers' editions were sold by the thousands. All of their numerous workmen, except a few employed in current work were engaged for weeks in publishing that one book. Think of that magazine, so large a volume in every number, and with a sale wholly unparalled in magazines, bearing on its wings the great American's orthography.

Another publishing house in New York issuing about fifteen books a minute employs *mostly* Webster's orthography. So do Barnes & Co., with their tons of school books, scattered through almost all institutions of learning, high and low, in this country, and many in Canada. So do Newman, Ivison & Co., *I think;* I have none of their books just now before me. Many other great publishers ad opt, mostly, if not entirely, the same standard—such as the Fowlers. Taking up a copy of Whittier's Poems, by Mussey & Co., Boston, I see *rigor* not transatlantic in its spelling, and *tassled* purely Webster's. I suppose the National Era is therefore Websterian in its orthography.

Out of the Eastern cities, in inland cities and in the great West, it is *my opinion* that four fifths of the publishers use Webster's standard. I take up Grimke's "Progress of Nations," at a hazard, published at Cincinnati—it is Websterian. I know that the largest publishing house in Cincinnati, another one still, employs Webster's standard.

But look at another fact. Our newspaper commerce is unrivaled in the world, and superior to our immense book trade. That paper of immense circulation, the N. Y. Tribune, adheres to Webster throughout—so do many other papers of large circulation, so do the most of the magazines I consult, and so do, I think, four out of every five of our country newspapers.

Why should they not, when we have reliable evidence that about twenty of Webster's Dictionaries (all editions) are sold to one of any other name. This fact alone proves, unless you think the people are very stupid, and even if you think they are, that they prefer Webster, and if their books are not printed according to the dictionary of their choice, it may be attributed to the "obstinacy of *publishers*"—understand by that word what you will.

It may be said that the people are incompetent to decide. Incompetent or not they will decide, and always have decided. They made our language Anglo Saxon instead of Norman French, through the influence of the people, including all, learned and ignorant, languages have changed since the Confusion of Tongues, and will change, and there is a deep philosophy in their changes and an inevitableness about them, and dictionaries must correspond. No two successive dictionaries were ever alike in any respect, except exterior, and Worcester's differs as much from the last one published in England as that does from Johnson's. and differs less from Webster's than any two English dictionaries ever published in England—but, I think, all his improvements or changes were introduced by Webster before they were by him.

I do not now think of a dozen works printed in America within ten years, corresponding with the orthographies—for they are more than one—common in England. Among the less than a dozen, with which I am acquainted, are

Prescott's works, and, I think, Washington Irving's. Of course these authors would laugh at using Worcester though they award to Webster the highest credit, except for the orthography of a *very few* words. In Prescott you find, *developement*, *neighbouring*, which Worcester, following Webster, or the people instructed by Webster. discards.

In English books before me I find, *pourtray*, *warrior*, *vigour*, *succede*, *worshipers*. The last two, quite sensible I think, are from Walter Savage Landor. Why should *warrior*—just contrary to what Worcester says is the custom—be spelt without a *u*, and the good Latin word vigor, metamorphased into *vigour*?

But I am wandering far from my subject which was simply to remove misapprehension. I admire the spirit of the criticism which has awakened this simple explanation, and have endeavored to imitate it. As true scholars and patriots, all teachers should have the same object, but from our different standpoints we often see different colors, and till facts are collected, how can conjectures agree?

Yours truly

E. O. HAVEN.

ANN ARBOR, MICH. OCT. 19th 1855.

THE diminutive chain of habit is scarcely heavy enough to be felt, until it is too strong to be broken.

THE world is full of poetry, the earth is living with its spirit, and the waves dance music to the sound of its melody.

ONE pound of gold may be drawn into a beautiful wire that would extend around the globe. So one good deed may be felt through all time. Though done in the flush of youth it may gild the last hours of a long life, and form the only bright spot in it.

A WRITER has compared worldly friendship to our shadow—while we walk in sunshine it sticks to us, but the moment we enter the shade it leaves us.

THE best capital for young men to start with in life, is industry, good sense, courage and the fear of God. It is better than all the credit or cash that was ever raised.

LOVE is a heavenly feast, which none but the sincere and honest partake. It is as impossible for any dishonest man truly to love, as for a hypocrite to go to heaven.

IT is the little troubles that wear the heart out. It is easier to throw a bomb-shell a mile than a feather, even with artillery. Forty little debts of one dollar each, will cause you more trouble and dunning than one big one of a thousand.

IF we were only half as lenient to the living as we are to the dead, how much happier might we render them, and from how much vain and bitter remorse might we be spared, when the grave, the 'all-atoning grave' has closed over them.

Parental.

TO A BEREAVED PARENT.

We do not know the author of the following sweet lines, sent us by a pious and dear friend. We believe they are from the pen of Mrs. Lowell, wife of the poet.

When on mine ear your loss was knelled,
And tender sympathy upburst,
A little rill from memory swelled,
Which once had soothed my bitter thirst
And I was fain to bear to you
Some portion of its mild relief,
That it might be as healing dew
To steal some fever from your grief.

After our child's untroubled breath
Up to the Father took its way,
And on our home the shade of death
Like a long twilight haunting lay;
When friends came round with us to weep
Our little spirit's swift remove,
This story of the Alpine sheep
Was told to us by one we love.

They, in the valley's sheltering care,
Soon crop the meadow's tender prime,
And when the sod grows brown and bare,
The Shepherd strives to make them climb
To airy shelves of pasture green,
That hang along the mountain's side,
Where grass and flowers together lean,
And down through mist the sunbeams glide.

But nought can tempt the timid things
That steep and rugged path to try,
Though sweet the Shepherd calls and sings,
And seared below the pastures lie,
Till, in his arms, their lambs he takes
Along the dizzy verge to go,
Then, heedless of the rifts and breaks,
They follow on o'er rock and snow.

And in those pastures lifted fair,
More dewy soft, than lowland mead,
The shepherd drops his tender care,
And sheep and lambs together feed.
This parable by nature breathed,
Blew on me as the south wind free,
O'er frozen brooks that float unsheathed
From icy thraldom to the sea.

A blissful vision, through the night,
Would all my happy senses sway,
Of the Good Shepherd on the height,
Or climbing up the rugged way,
Folding one little lamb asleep;
And like the burden of the sea,
Sounded that voice along the deep,
Saying, Arise and follow me.

BE PATIENT WITH THE LITTLE ONES.

Be patient with the little ones. Let neither their slow understanding nor their occasional pertness offend you, or provoke the sharp reproof. Remember the world is new to them, and they have no slight task to grasp with their unripened intellects the mass of facts and truths that crowd upon their attention. You are grown to maturity and strength through years of experience, and it ill becomes you to fret at the little child that fails to keep pace with your thought. Teach him patiently, as God teaches you, "line upon line, precept upon precept; here a little and there a little." Cheer him on in this conflict of mind: in after years his ripe, rich thought shall rise up and call you blessed.

Bide patiently the endless questionings of your children. Do not roughly crush the springing spirit of free inquiry, with an impatient word or frown, nor attempt, on the contrary, a long and instructive reply to every slight and casual question. Seek rather to deepen their curiosity. Convert, if possible, the careless question into a profound and earnest inquiry; and aim rather to direct and aid than to answer this inquiry. Let your reply send the little questioner forth not so much proud of what he has learned, as anxious to know more. Happy thou, if in giving your child the molecule of truth he asks for, you can whet his curiosity with a glimpse of the mountain of truth lying beyond; so wilt thou send forth a philosopher and not a silly pedant into the world.

Bear patiently the childish humors of those little ones. They are but the untutored pleading of the young spirit for care and cultivation. Irritated into strength and hardened into habits, they will haunt the whole of life like fiends of despair, and make thy little ones curse the day they were born; but, corrected kindly and patiently, they become the elements of happiness and usefullness. Passions are but fires that may either scorch us with their uncontrolled fury, or may yield us a genial and needful warmth.

Bless your little ones with a patient care of their childhood, and they will certainly consecrate the glory and grace of their manhood to your service. Sow in their hearts the seeds of a perennial blessedness: its ripened fruit will afford you a perpetual joy. MILTON.

HE lives no useless or unhonored life, whatever be his station, who gives to his country and the world a family of well trained and educated children. To add to society a virtuous and intelligent citizen is better than to cover the world with the glare of blood-bought glory.—*Anonymous*

COURAGE MOTHERS!—Newton sinned away his early advantages and b an abandoned profligate; but the text and hymns his mother had fixed i mind in his infancy and childhood were never effaced, and finally fastened him to the cross. Cecil tells us that in the days of his vanity, though he withstood so many pious endeavors, he could never resist his mother's tears. Wilson, late Bishop of Calcutta, in his narrative of intercourse with Bellingham the assassin, says he could make him feel nothing until he mentioned *his mother*, and then he broke into a flood of tears. "In the morning sow thy seed, and in the evening withhold not thine hand."

REDEEMING TIME.—Dean Swift, when he claimed, at the usual time, the degree of A.B., was so deficient as to obtain it only by "special favor," a term used to denote want of merit. Of this disgrace he was so ashamed that he resolved from that time to study eight hours a day, and continued his industry for seven years, with what improvement is sufficiently known. This part of his history deserves to be remembered; it may afford useful admonition to young men, whose abilities have been made, for a time, useless by their passions or pleasures, and who, having lost one part of life in idleness, are tempted to throw away the remainder in despair.

TOO EARLY EDUCATION.—Experience demonstrates that of any number of children of even intellectual powers, those who receive no particular care in infancy and who do not begin to study till the constitution begins to be consolidated, but who enjoy the benefit of a good physical education, very soon surpass in their studies those who commenced earlier, and who read numerous books when very young.—*Spurzheim.*

ALL labor of mind required of children before the seventh year, is in opposition to the laws of nature, and will prove injurious to the physical organization, and prevent its proper and mature development.—*Hufeland.*

PARENTS' WORK.—The father and mother of an unnoticed family, who, in their seclusion, awaken the mind of one child to the idea and love of goodness, who awaken in him a strength of will to repel temptation, and who send him out prepared to profit by the conflicts of life, surpass in influence a Napoleon breaking the world to his sway.—*Channing.*

AT an association dinner, a debate arose as to the benefit of whipping in bringing up children. Old Mr. Morse took the affirmative; his opponent, a young minister, whose reputation for veracity was not very high, affirmed that parents often did harm to their children by punishment, from not knowing the facts of the case. "Why," said he, "the only time my father whipped me was for telling the truth." "Well," retorted the Doctor, "it cured you did n't it?"

NEXT to its heroic benefactors, the world will always have in admiring remembrance, the fathers and mothers of such benefactors

A man cannot leave a better legacy to the world, than a well educated family.

Professional.

For the Journal of Education.

III.

To the Teachers.

(Continued from page 324.)

Having, heretofore, spoken to the patrons and officers of our schools, I propose at the present time, to address a few words to you, teachers of Michigan.

Teachers of Michigan,—yes,—guardians of the public weal, are you assembled at your respective school-houses, dotting innumerable hill-sides throughout the length and breadth of the state, to while away a leisure hour, to gaze into vacancy and stare at nothingness? or do you assemble your youthful bands, appreciating the value of your time, and anxious for the safety of every moment? You must be aware that you are mining for richer treasures than those which characterized the Ophir of old; you are searching for costlier gems than all that gleam from California sands. As a class in community, the Genius of Liberty casts an imploring eye upon you, as her servants, soliciting you to give efficiency and prosperity to the crowning glory of our free institutions,—our Common School System. And shall she implore in vain? Will you disappoint her expectations? Will you prove recreant to the great trust confided to your keeping?—No! no!—we pray you by your zeal and fidelity, by your regard for all that is good and great, ever be found worthy of your station.

Unless the teacher has acquired an ardent desire for knowledge, he will be of little service to his pupils; therefore, I will first speak of some of the pleasures of knowledge, in the hope that it may incite some toil-worn and despairing brother to take heart again, and manfully battle with the demon Ignorance.

Man seldom wants any prompting to increase his desire for the gratification of the body, yet those pleasures are, in their nature, extremely short-lived, and, when pursued beyond certain limits, productive of pain. The pleasures of our animal natures are allowed by all, to be much lower than those of the intellect. The pleasures of the mind may be pursued without weariness and without satiety. That there is a natural thirst for knowledge in all men, and that the gratification of this thirst brings pleasure, no one can deny. An illustration occurs in Boswell's Life of Johnson. The son of a waterman was rowing these two worthies down the Thames, when Dr. Johnson said, "This boy rows us just as well without learning, as if he could sing the song of Orpheus to the Argonauts." He then questioned the boy. "What would you give to know all about the Argonauts?" "Sir," said the boy, "I would give all that I have." Johnson, turning to Boswell, said. "The desire for knowledge is the natural feeling of mankind; and every human being, whose mind is not debauched, will be willing to give 'all that he has' to gain knowledge." The infant's curiosity, the school-boy's rambles in search of strange and wonderful objects, and the universal passion for the news of the day, all arise from the same source. The poet Sprague hath faithfully painted our characters. Hear him:—

"To all that's lofty, all that's low he turns,
With terror curdles, and with rapture burns;
Now feels a seraph's throb, now less than man's,
A reptile tortures, and a planet scans,
Now idly joins in life's poor passing jars,
Now shakes creation off, and soars beyond the stars!

Thus through life's stages may we mark the power,
That masters man in every changing hour,
It tempts him from the blandishments of home,
Mountains to climb, and frozen seas to roam;
By air-blown bubbles buoyed, it bids him rise,
And hang, an atom, in the vaulted skies;
Lured by its charm, he sits, and learns to trace
The midnight wanderings of the orbs of space;
Boldly he knocks at wisdom's inmost gate,
With nature counsels, and communes with fate;
Below, above, o'er all he dares to rove,
In all finds God, and finds that God all love.

Where Socrates once taught, he thirsts to stray,
Where Homer poured his everlasting lay;
From Virgil's tomb he longs to pluck a flower,
By Avon's stream, to live one moonlight hour;
To pause where England garners up her great,
And drop a Patriot's tear to Milton's fate."

You are probably willing to admit that knowledge is pleasure, but think it must be sought through much pain,—we would say that such an opinion is entirely erroneous. The first steps are the most rugged. When these are past you will find nothing but a succession of enjoyments. Milton says, "We shall conduct you to a hillside, laborious, indeed, at the first ascent, but else so smooth, so green, so full of goodly prospects and melodious sounds, that the harp of Orpheus were not more charming." Lord Brougham says, "How wonderful are the laws which regulate the motions of fluids! Is there anything in all the idle books of tales and horrors more truly astonishing than the fact, that a few pounds of water may, by mere pressure, without any machinery, produce an almost irresistible force? That the diamond should be made of the same material as coal; that water should be chiefly composed of an inflammable substance; that acids should be, for the most part, composed of air; that one of these acids, which is so powerful as to dissolve almost any of the metals, should consist of the self-same ingredients as the air we breath; that salts should be of a metallic nature and composed, in great part, of metals, fluid like quick-silver, but lighter than water, and which, without heating, take fire on being exposed to the air, and by burning, form the substance so abounding in saltpetre and in the ashes of burnt wood; these, surely, are things to excite the wonder of any reflecting mind, nay, of one but little accustomed to reflect." And what are these, when compared with the astounding developments of astronomy? The enormous masses of the heavenly bodies, their immense distances, their countless numbers and the inconceivable swiftness of their motions, absolutely overwhelm the utmost efforts of the imagination. Regarding these great works of the Deity, we are led to exclaim: "What is man that thou art mindful of him?"

Having heretofore, spoken of the pleasures of knowledge, we propose at present, to speak of its profitableness. Solomon says, "Wisdom is better than strength;" and "Knowledge is better than power," says Lord Bacon. Look around you, and you will discover that the men of information govern the world.

Compare the English, the French, the Germans and the Americans with the Chinese, the Malays, the Hindoos, and the Hotentots, and you will notice at once, that in whatever ratio knowledge increases in a state, in that same ratio the condition of man is raised above the savage. Why was Egypt under her Ptolmeys more powerful than at the present day? Why was Greece more influential when Demosthenes

> "Wielded, at will, the fierce democracie,
> Shook the arsenal, fulmined over Greece,
> From Macedon to Artaxerxes' throne,"

than now? Why was Italy the "mistress of the world" when Cicero chained the ear of listening senates, while at the present day, there are "none so poor as to do her reverence?" Why did Spain decrease in prosperity and power, when with an Inquisitorial hand, she locked up knowledge from her people? Why do the rich argosies which formerly thronged her maritime cities, laden with the wealth of the Indies, now lie rotting in the port of Cadiz? Simply because knowledge is the stamina of states, the life-blood of any people. You cannot but be aware of the great importance of knowledge, and we will, therefore, proceed to speak of some of the teacher's duties toward the vocation he has chosen.

You should labor to elevate your profession,—

1.—By discountenancing the unworthy.

2.—By aiding and encouraging the worthy.

3.—By diligently cultivating your own minds.

That our schools are not what they should be, and that the teachers, as a body, are not as well qualified for their arduous duties, as they ought to be, that they are wofully wanting in information relating to their profession, no honest teacher, in communing with his own heart, will attempt to deny. And who is accountable for this lamentable state of things? Most assuredly the teacher himself! Teachers have not made the sacrifices necessary to give character and consideration to their employment. Each class of men generally looks upon its own business with all due respect, and desires community to regard it with particular favor. The clergyman labors to magnify his calling; the physician boasts of the depth and exactness of medical science; the surgeon, of the skill with which he can wield the scalpel; the lawyer endeavors to impress upon the world the high rank which his employment should hold among men;—but the teacher, when did he mention his business without betraying a feeling of shame and degradation? When did he labor to cultivate a professional pride, or put forth any, but the most feeble efforts, to give honor, respect and dignity to his exalted calling? The three professions of divinity, law and medicine, are, by community, styled the "*learned*," while that business which is emphatically the foundation of all learning, is a source of degradation to all concerned in it! True it is, that you want individual effort, and true, also, that you have occasional instances of fidelity and ability which are justly appreciated by community; but without united and vigorous exertions, you can never hope to expunge from your fair name and fame the foul stigma which now rests upon them. The world now regards you as a servile class, driven by necessity and indolence to a most ignoble occupation, an occupation too, in which you seek solely your own temporal good, and not the eternal well-being of your youthful charge. The truth is, you have too long tolerated in your ranks a band of leeches who have sucked the life-blood of community, and stained the reputation

of the teachers' profession. You owe it to yourselves and the young minds which you are molding, to expose these lucre-loving vampires, these professional parasites, who cling to you, as the ivy to the oak, merely for support, the convenient wages. You must not slow them to weigh you down with such a load of opprobium. You should brand the recreant with the felon's stamp, and cast him forth to wander, Cain-like, through the world. You want him not here. Truly, if the poet had any class of men in his mind when he penned this couplet,

"To steal the livery of Heaven,
To serve the devil in,"

it must have been these money-seeking teachers.

2.—By aiding and encouraging the worthy.

How often is it in the life of every man that dark thoughts

"Come unbidden,
Like foes at a wedding,"

and steal away our better natures, making us what we are not! How very often does the teacher find himself laboring under these very discouraging circumstances! With no friendly arm upon which to lean when persecution stalks abroad, with no kindly voice to sympathise with him in affliction, with no feeling heart that can beat in unison with his own, he comes to the conclusion to live the life of an Ishmaelite on earth and find an early grave, "unwept, unhonored and unsung," his sweetest smile the bug-bear to all innocent gayety, and his whole being a nuisance to the human race. In such dark moments how encouraging are the words of some experienced brother, breathing cheer into the very soul! May Heaven in all kindness, ever deliver the teachers' profession from that selfish, exclusive class of persons, who, while they possess knowledge themselves, would deny it to all others. No man has a right to monopolize knowledge of any kind! Is all the learning of the present day, the result of one man's labor? Has not each preceeding age contributed its quota to the stock? Shall one man sit down quietly with Socrates and Plato, and converse upon the immortality of the soul? Shall he at the guidance of the "blind bard of Greece," view the imposing pageantry of celestial warfare? Shall he sip rich draughts of old Samian from the goblets of Sappho and Horace? Shall he roam through the paradise of poesy under the tutelage of John Milton? Shall he enjoy sweets purchased by the toil of travelers who have labored o'er the glaciers of the towering Alps, or through the burning sands of Sahara? With Euclid or La Place shall he linger, delighted in the mazes of mathematics? Shall he, with Newton, carry the line and plummet to the very outskirts of the Almighty's works? Shall he revel in all these charms, enjoy all these luxuries, and then say to his brother: "These are not for you?" If there is anything in the world which we hate with a sincere and perfect hatred, it is a selfish spirit in matters of knowledge! The benignant sun sends his light and heat alike to the palace and the hovel; there is not a breath of exclusiveness in the free air of heaven, neither should knowledge be cramped and confined by the limits of a selfish soul! Where "this world's gear" is concerned, avarice might, in a measure, be pardoned, but "where giving does not impoverish, nor withholding enrich," in matters of love and kindness, of light and knowledge, a selfish spirit is entirely unpardonable.

3.—By diligently cultivating his own mind.

Impressions of former years are daily being erased from the mind by the

wasting hand of Time, and it were certainly necessary, in order to prevent a sort of mental bankruptcy, to be constantly adding to your stock of information. Science and the arts are progressing, and a teacher *must* study, in order to acquaint himself with the improvements of the age. To make the pursuit of knowledge that delightful task which it should be to the youthful mind, how desirable that the teacher should abound in the aptest illustrations drawn, fresh and invigorating, from the wells of knowledge! In order to awaken the young immortal to a proper appreciation of his own mind, its powers, its capacities, and its responsibilities, how important that the teacher should, by constant and unremitting study, make himself acquainted with the secret springs of human action! How necessary that the teacher should remember those old but familiar words: "The most impressive lecture is the silent lesson of a spotless example!" If the pupil finds his teacher spending his time in the bar-room, the haunts of dissipation, the resort of the fickle, the thoughtless, and the nonsensical, instead of devoting it to the improvement of his mind, what will all his lessons avail? With what grace can the teacher urge his pupils to a diligent employment of their fleeting moments, when he "takes no note of time?" With what hope of success can he press his children to exertion when he makes none himself?

We will admit that you must necessarily be almost exhausted by the constantly recurring and daily multiplying duties of the school-room, but with a determined spirit, the hands can do almost anything. The mountains which obstruct the path of knowledge, will become mole-hills before the energies of a persevering mind. Let me exhort you in the words of the gifted Longfellow:—

"Ever then, be up and doing,
With a heart for any fate,
Still achieving, still pursuing,
Learn to labor and to wait."

If you set aside the higher motives of duty to your profession and the world, self-interest in pecuniary matters would prompt you to diligence in the improvement of your minds. Look, for example, at Prof. Henry, Secretary of the Smithsonian Institution at Washington, and one of the most distinguished scholars of the present age. A few short years ago he was teaching a district school in the State of New York, at $10 per month. A little exertion on his part has thrown around him the comforts and luxuries of life, has added to his enjoyment, has procured for him the respect of the wise and good throughout the land, and, withal, will send his name down to posterity, in undying characters, as a benefactor to the human race. But you are, probably, ready to inquire: How shall we merit the title of good teachers? What shall we do, in order to render ourselves a blessing to our kind? We answer:

The sciences are to receive the due amount of attention; facts are to be garnered up; items of information are to be collected. We have various means by which to gain a knowledge of the external world, and an inward principle that classifies and arranges this knowledge. The greater part of the human family have eyes, but they see not; ears have they, but they do not hear; they blindly pursue the course their fathers pursued, regardless of consequences. The truth is, we want more thought in the world, not to gain information, for no man ever acquired a single idea from thinking alone, but we want more thought to carry out deductions, to search for reasons. THOUGHT! what but

thought raised Newton to the dignity of the "Prince of Astronomers," or Kepler to be the "Legislator of the Skies?" Had not thousands noticed the falling of an apple? Yet who classed the observation with thought? The facts which induced Columbus to believe that a virgin continent, untrodden by civilized man, was lying beyond the western wave, were known to all the world, for we remember his arduous explanations and brutal repulse at the University of Salamanca; yet, who but he, the "mad man," the "dreamer," the *thinker*, first beheld the blooming shores of the golden Cipango? Whence arises this "new evangile of faith and freedom," which is now spreading over the world, but from the solitude of Erfurt, and the lonely musings of the prelate Luther? Here, behold a man seated in a little dingy room, in one of the back streets of Paris; the darkness of night enshrouds him; around him are lying charts, mathematical instruments and manuscripts bearing various diagrams and calculations. Behold him! The bent brow, the ardent thought, the anxious countenance, his whole demeanor betokens the birth of some great thought,—some project which shall render his life illustrious and his name undying. It is LEVERRIER! He is calculating the elements of the planet Neptune, an orb, which, as yet, had escaped the scrutinity of the telescope. Now his eye brightens up; his labors are past; what was once mere supposition, is now changed to assurance. He announces to the world the existence of a new planet, beyond the limit of Uranus, with as much certainity as he would assert that "two and two are four." Although it had roamed through the dread immensity of the heavens since the first dawn of creation, although situated beyond the limits of unaided vision, yet on turning the telescope to the spot designated, a noble planet was seen diligently pursuing the track marked out it by for its Creator. O! the triumph of thought!

To be Continued.

THE teacher is not always surrounded by sunshine in the school room. It is a phantom hope to expect to be. Sunshine, darkness and shade alternate at almost stated intervals. Therefore, the teacher that embarks in the responsible calling of the guidance and guardianship of the youthful mind, must certainly be qualified for the position, or he will fail, in the same proportion as he lacks qualification to discharge the duties of his trust.—*Ex.*

MATHEMATICS AND LANGUAGES—The study of the mathematics cultivates the reason; that of the languages at the same time the reason and the taste. The former gives power to the mind; the latter both power and flexibility. The former by itself would prepare us for a state of certainties which nowhere exists; the latter, for a state of probabilities, which is that of common life.

Laconics.

STUDY.—Euclid the mathematician, being asked by a king whether he could not explain his art to *him* in a more compendious manner, replied "there is no royal road to geometry." Other things may be seized by might, or purchased by money; but knowledge is to be gained only by study, and study to be prosecuted only in retirement.—*Johnson.*

JUDGE GILMORE ON SCHOOL DISCIPLINE.

THE following charge was recently delivered by Judge Gilmore of Penn. to the Jury on a case which is sufficiently explained in the charge. We only add that the defendant was found guilty, and sentenced to pay the costs of prosecution and to be imprisoned in the jail of the county for 20 days.

The prosecutor, Mr. Freuch, is an assistant teacher in the common school in this Borough; and the defendant was a scholar in his department. For some violation of the rules the defendant was chastised by the prosecutor, after which he was insolent of language and refused to submit; whereupon he was immediately dismissed from school. After he had proceded outside the door, and when Mr. French's back was toward him, the defendant threw into the room, and struck Mr. F. on the back either with a brickbat, or what is called a colt, (the iron ball which was exhibited to you.) The blow was so violent as to produce nausea for a short time, and if the weapon was provided, as alledged for the occasion, it is evidence of great depravity in one so young as the defendant. There can be no difficulty as to the guilt of the defendant as he stands indicted, if the evidence is believed.

We wish now to observe once for all, and to have it so understood, that in the correction of a scholar the jurisdiction of the teacher is exclusive and conclusive, and there can be no interference unless the punishment has been unusual and cruel, which is not alledged in this instance. We say this much as there was an effort made in this case to show that the boy had not been guilty of any violation of rule. If the door should be opened to such investigations they would be more numerous than profitable. We cannot, however, permit the occasion to pass without pointing out wherein we conceive the conduct of Mr. French was subject to exception. We think he did wrong in dismissing the boy from school, whether for an indefinite time or merely temporarily.—We entertain some old fashioned notions about the efficacy of "the rod" in reducing to submission, rebellious and vicious youngsters, and we think that remedy had not a fair trial on this occasion. Independent of high and sacred authority, we have experienced, which will go farther with some in these days, that the use of "the rod" must not be neg'ected in the training of the child, and by this we are to understand that quantum of its use which will ensure submission. Any thing short of this is worse than none. For where submission is not gained by the teacher, victory is achieved by the scholars, and the boy who is not brought to subjection, is unfit to be turned into the streets: his proper destination then for the well being of society and his own reformation should be the House of Refuge. It is the observation of those whose age has given them the opportunity of judging, that the present or rising generation is more vicious than the preceeding one; we think this is true, and is not a mere senile laudation of the past, and complaint of present, and we are disposed to believe it may be ascribed in a great measure to the failure to use that indispensible and natural remedy, "the rod." New ideas have sprung up on this subject earnestly and honestly entertained, but this new philosophy has proved a failure, whereupon we desire to bring again into respectful notice the old dogma. And in doing so, we have the satisfaction of believing that on the subject of the proper education and training of our youth, the public mind is in-

quiring and sincere, and willing to yield conviction to what is best, and this is everything in establishing the right in any controverted matter. We are free to confess that there is some reason for the different views entertained on this subject, but this arises we apprehend more from a failure to discriminate properly, producing confusion rather than contradiction. Some teachers have no faculty for government, to such no application of "the rod" can give the proper authority; they will always be treated with that contempt which scholars only know how to bestow, and it makes no difference how great their other acquirements may be, they are not fit to be trusted with an independent school, but may do very well with a superior who knows how to govern: again there are scholars who are best controlled by the laws of kindness. In the first instance the correction by the rod is not successful, and in the second it is not required, and these exceptions to the general rule has caused its necessity to be doubted; but notwithstanding these and all other exceptions which can be fancied to the contrary, we will venture to assert that this genuine authority in the school room has its root in "the rod." It is all a mistake to suppose that scholars entertain feeling of resentment to the teachers from whom they have received just and legitimate punishment; the teacher is in loco-parentis and when the correction is administered in a proper spirit, it is owned and received by the scholar in like mind and obtains for the teacher respect and even affection. We know there are some parents who allow no corporal punishment to be inflicted by another hand upon their children. We have in our time seen such in the full tide of their ridiculous fury, threatening to annihilate the teacher annoying and disgusting the Directors, and in failure to get revenge upon the teacher, using every effort to procure discord and dissatisfaction in the District. Such persons are moved wholly by instinct and are incapable of reason on the subject, and are entitled to no consideration, and should receive none, unless they should attempt to put their insane threats in execution, when they will receive from this court, if the opportunity should be afforded that punishment which they so richly have deserved. Happily for the sake of society—parents of this class are not numerous. It may have come under your observation too, as something remarkable, that parents of this kind have generally the most vicious children, and for want of that wholesome correction which they are not allowed to receive, they generally go to destruction, which is the fruit of this ill timed parental tenderness.

This is a matter of great concern to parents and the public, and has been the cause of our hazarding these few observations. It is a serious and sorry thing to say to a parent, sir, your son is so vicious and incorrigible that he is no longer a fit subject for the school room, therefore we have dismissed him. The parent could justly reply, this is not treating me, or my child fairly, I have a right to expect that all proper modes of discipline shall be exhausted before such a sentence of disgrace, and perhaps destruction shall be put upon my child. I understand you have failed to use "the appointed means," and I insist upon it as a matter of right and justice. In this the parent would be right, and his complaint just, and hence we think the dismissal in this instance was premature, and the teacher to blame.

THE census returns of the city of Boston are all in. The total population is upwards of 624,000 being an increase of nearly 109,000, since the taking of the last census in 1850.

For The Journal of Education.

TALKS ABOUT TEACHING.

BY SENIOR.

It was evening, and the toils of the day being done, John Adams, the venerable and beloved schoolmaster of N——, was sitting by his blazing fire, musing on the events of the day, or contriving plans for the morrow, while the fire-light lent a brighter glow to the pleasant smile which ever rested upon his fine intellectual face. A man of splendid talents, and of profound scholarship, and endowed with every energy and insight that would have insured him the largest success in that wild, insensate chase for wealth which men pompously call business, he had sternly shut his eyes and ears to the seductions of those employments and professions which had nothing to promise him but a life of selfish toil, to be repaid with cankered gold and false glory. Yielding to the impulses of a Christ-prompted benevolence, and guided by the dictates of a God-fearing conscience, he had devoted his life to the school-room, and here amid the grand unfoldings of immortality, his great soul had for years found its powers and sympathies tasked to the most generous efforts. It is true his strong heart occasionally faltered, in earlier years, as he saw one and another of his old schoolmates shooting past him, in their race for wealth and honors, and his eye marked how the silly world lavished its adulation on the mere professional name of these men, and counted their gold as goodness. But as years rolled by, and class after class went forth from his teachings, bearing upon them the noble marks of his culture, and filled with the Christ-like impulse of his own true heart, his clear thought came more fully to comprehend the innate grandeur of his sublime employment, and he turned, with a deep and earnest contentment, to meet the fresh minds that came to him to be marshalled and armed for the grand march of endless life.

Once a College professorship had been offered him, and its easier duties and leisure for study had proved strong temptations, but the same stern conviction of conscience which first made him a schoolmaster now kept him one. He must have fresh minds to train for his Maker's service, and hence, at the time of which we speak, he was still a village schoolmaster.

A rap at his door aroused him from his reveries, and at his invitation the door opened, and a young man, a former pupil, entered and seated himself in a proffered chair, opposite the "master." His frank manly countenance was flushed with walking, but one might easily read there still, the joyous and reverent affection with which he met his old teacher.

"I am glad to see you, James," was the cordial greeting that fell on his ear in the old familiar tones, while Mr. Adams scanned closely, as was his wont, the face before him.

James Moore had just taken charge of his first school, and had come to consult his former preceptor concerning its management. Without hesitation, therefore, he began: "Mr. Adams, I find some difficulties in my way as a teacher, which you can, perhaps, advise me how to remove."

"State them fully, James, and if I have any advice to give, you shall have it freely."

"I attempted, on opening my school," replied the young teacher, "to make out, as you directed, a programme of daily exercises; but in the first place, there

is such a variety of text books, as to prevent all attempts at classification, or at least, of getting my pupils into a reasonable number of classes; and secondly, the attendance of pupils is so irregular, as constantly to break in upon our established order. It is a country district, and some of the pupils having two or three miles to come, do not get in till ten o'clock, and some frequently stay out, so that, while I have fifty names upon the roll, the average attendance is not more than thirty. It often happens that a whole class is absent at the time marked for recitation."

"These are both common difficulties, yet so serious that you must certainly conquer them, or fail to do much good to your pupils. I suppose you have notified the parents of the need of books and of your wish for a unifomity."

"Yes, Sir; but they reply that every new teacher requires new books, and that they cannot afford to buy new books before the old ones are worn out."

"It is to be regretted that men do not reason more justly in regard to school affairs; but courage, James, it has only added new difficulty to your task, to increase the satisfaction of your triumph; for remember he who really fears God and loves his little pupils will inevitably succeed. Let us look at the matter. Recollect it is truth and not text books that you are to teach, and if you soundly educate the mind and hearts of your pupils, it matters but little whether you use books or not. Still books are useful instruments for your work and must not be given up without a trial. First, then, see what books you can do without most easily. If you have readers the spelling book can be dispensed with. A page or two of the reader will give a good spelling lesson. As you are quite familiar with Arithmetic, you can succeed for a time, at least, by giving out a topic—as addition of whole numbers, reduction of fractions, or some single subject—as a lesson, and permitting each pupil to learn it in his own books, performing such examples as he may find there, and then at the recitation discuss thoroughly the principle on which the rules, in the different books, are based. Geography next may be taught in a similar way, especially if you require, as you ought, the maps to be drawn on the black-board. Readers must be alike if you have any classes; and grammars also, till you gain so much experience as will enable you to teach without a text book. Parents who put their children into higher studies, usually have sufficient interest in their education to buy them such books as are needed. But while you may thus begin without entire uniformity of text books, a little effort should certainly be made to obtain it.

A visit to the delinquent parents, in which you kindly and candidly state to them your plans and hopes for the benefit of their children, and solicit their cooperation, will often be successful. If you feel able to give a public lecture, and can get the parents to attend at the school house some evening, the difficulty might be stated in the course of remarks, and a vote of the district taken on text books; but if the visit and meeting fail, you may still go to the School Board and solicit their authoritative assistance in procuring a sufficiency of books for the successful prosecution of the school.

Try these, or some similar measures, heartily, and you will more than succeed; you will awaken a public interest that will render you most efficient aid in your great work."

(To be continued.)

HINTS TO TEACHERS.—Keep your school warm and well ventilated. Take occasion at every recess, at least, to throw open the door and an opposite window, and fill the room with fresh air. Fix one of the windows so as to let it down from the top and keep it open. Much of the dullness seen in the school room is owing to bad air. Fresh air is a much better stimulous for study than the rod.

See to it that your pupils go into the open air during recess, and that they all take some vigorous exercise. Five minutes of hearty play will work off more mischief than you can subdue in an hour. As you value your own peace and their happiness, do not suffer them to come back into the school-room till they have stirred their blood and filled their lungs with a few full inspirations of fresh air.

If you would have order in school be yourself orderly. Do not stamp or thump the desk, and never speak more loudly than you wish your pupils to speak.

Youths' Department.

GOOD READING.

Few traits more clearly mark the good scholar than good reading; and remember, my young friends, that a good reader is not merely one who can call the words at sight, and who has been through all the reading books in school: nor is it one whose tongue runs over words as a race horse over stones. The good reader is one who understands and feels what he reads, and who, by his deliberate and clear utterance and proper emphasis, makes his hearers understand and feel it too. Read the following anecdote of Daniel Webster, and say whether you could have passed such an examination:

"In May 1796, Col. Webster, Daniel's father, took his son to the Exeter Academy. Benjamin Abbott, LL. D., was the principal. He was a gentleman of the old school, and felt it important to maintain great dignity and a regard to form, in the administration of the school. All official duties were performed with pompous ceremony. When Col. Webster stated the object of his visit to the doctor, who was seated in a large hall connected with the academy, that important personage placed upon his head a cocked hat, in order to make a suitable impression upon the lad, and then said—

"Well, sir, let the young gentleman be presented for examination."

The slender-looking boy modestly came forward, and, though everything was new and strange, he submitted to his examination with great self-possession.

"What is your age?" asked the venerable teacher.

"Fourteen," was the reply.

"Take this Bible, my lad, and read the twenty-second chapter of Luke," at the same time pointing it out to him.

This chapter contains an account of the institution of the Lord's Supper, Christ's sufferings in Gethsemane, the betrayal, the seizure, and the examination of Christ. Its different parts required a different style of reading. None

but a good reader could do the chapter justice. Daniel took the book, and read with so much distinctness of enunciation, correctness of emphasis, and skill in the modulations of his voice, as to bring out the true sense of the passage—the doctor had no occasion to interrupt him. It was a beautiful specimen of reading. After he had finished the chapter, the doctor without asking any questions whatever, said—

"Young man, you are qualified to enter this institution."

The new student remained at this academy nine months. His diligence, and his capacity for acquiring knowledge, secured for him not only the warm commendations of his teachers, but what was better, a good knowledge of the branches to which he devoted attention, among which, in addition to the usual English branches, was the Latin language."

BEAUTIFUL THOUGHT.—"Nature will be reported. All things are engaged in writing their own history.—The planet, the pebble goes attended by its own shadow. The rolling rock leaves its scratches on the mountain side, the river, its channels in the soil, the animal its bones in the stratum, the fern and leaf their modest epitaph in the coal. The falling drop makes its sepulchre in the sand or stone; not a foot steps into snow, or along the ground, but prints in characters more or less lasting a map of its march; every act of the man inscribes itself on the memories of its fellows; and in his own face. The air is full of sound—the sky of tokens; the ground is all memoranda and signatures, and every object is covered over with hints which speak to the intelligent."

A PERPLEXED IRISHMAN.—A few days since, a gentleman connected with one of our railroad corporations, while taking a ride through one of our country towns, accompanied by his Irish servant, had the misfortune to have his vehicle smashed, and himself and companion thrown violently to the ground, by his horse taking fright and running away. The gentleman was somewhat bruised, but not seriously, his principal loss being that of his wig, which had been shaken off; and on picking himself up, he found Pat in a much worse condition, holding on to his head with the blood trickling through his finger, and his master's wig in his other hand, which he was surveying with the most ludicrous alarm and horror.

"Well, Pat," said his master, "are you much hurt?"

"Hurt is it! Ah! master dear, do you see the top of my head in my hand?"

Pat in his terror and confusion, had mistaken his master's portable headpiece for his own natural scalp, and evidently regarded his last hour as arrived.

A wit, a barber, and a bald-headed man traveled together. Losing their way, they were forced to sleep in the open air, and to avert danger, it was agreed to keep watch by turns. The lot fell first on the barber, who for amusement shaved the fool's head when he was sleeping.

He then woke him, and the fool, raising his hand to scratch his head, exclaimed—

"Here's a pretty mistake, rascal. You've waked the bald-headed man instead of me."

An inn-keeper observed a postillion with only one spur, and inquired the reason. "Why what would be the use of another?" said the postillion; "if one side of the horse goes the other side can't lag behind,"

When Nelson's famous signal was given,—England expects every man to do his duty,—two Scotchmen were standing on deck, and one pulled a long, sour face, and said, "Eh, Sandy, there's naething about Scotland!" "Hoot, mon!" said Sandy, "Scotland kens weel her bairns always do their duty. Its only a hint to these English."

When the devil has any odd job to do, he always looks about for some idle man to do it; and whenever any great crime has been perpetrated, the police —sagacious fellows!—invariably look among the idle and dissolute to find the criminal. Persons who are always usefully employed, are never troubled by the man with the big stick, and have no occasion to whistle to keep their courage up, when passidg a grave yard after dark. A good conscience is a safeguard against all the machinations of the Devil.

The child of God, if in the way, and in the place which the Lord's providence has allotted him, is well employed, though he should have no higher service than to sweep the streets; provided he does it humbly, thankfully, heartily, as to the Lord. An angel so placed could do no more.

Many promises are scattered in the Bible like the stars in the firmament; and if it were always day we should not have known there was a star in the sky; so, many of God's promises only shine, or at least, shine brighter in the night of affliction.

QUESTIONS.—Is it right to take as much as you can get for any article when a temporary scarcity of it exists, without any reference to the actual value or cost?

Is it right to buy an article as cheaply as you can when the owner's necessities compel him to sell?

In purchasing goods at a store, James always wishes to buy as cheaply as he can, and is glad when he thinks he has got an article for less than it cost the merchant; Edward, on the contrary, likes to give a just price, and is equally anxious to make a prudent bargain and to give the merchant a fair profit.—Which does right?

A boy riding in a stage coach, was accidentally overlooked when the driver came to collect the fares, and afterwards left the coach without offering to pay; did he do right?

How many words are there in the English language?

What proportion of the words in the first three chapter's of John's Gospel are of Saxon origin?

From how many languages are the words in those chapters derived?

How many verbs are there in the English language?

How many of these verbs are regular?

Which was first discovered, America or the art of printing?

How many Kings of England have reigned since Alfred the Great?

How many Kings of France since Charlemagne?

What English King went to Jerusalem during the crusades?

Who reigned in England when the Saracens invaded Spain?

When did the Normans conquer England?

How many different nations have ever possessed England?

PROBLEMS.—Suppose that Archimedes could have had a place outside the world on which to stand and rest his lever, how long would it take him to move the world one inch, allowing the earth as a whole to be five times heavier than water, and supposing him to be able to exert a force of 200 lbs. at the rate of five miles an hour.

How many words of five letters each could be formed from our alphabet, each combination containing at least one vowel and no word having less than two consonants, one half of the possible words being rejected as too difficult of pronunciation?

PREMIUMS FOR THE BOYS AND GIRLS.—Will our young readers look at the list of premiums on the cover? Would you not lik to have some of the beautiful books we offer you? You can easily earn them by getting a few subscribers for the Journal and sending us the names and money before Christmas. Will you not try? Ask all the teachers and the parents who love their children, and who want to know how best to educate them, to subscribe.

Some of you know that Mr. Harper of New York, is printing a beautiful new story book every month, or 12 books a year, for which he charges $3.00. Now if you will send us $3 before Christmas we will send you both the story-books and the Journal of Education for a year.

Editor's Table.

November is herewith its melancholy winds singing their lament over the perished flowers and foliage of another year. Jack Frost, that minister of death, has smitten the poor annuals, and now of their whilome beauty and fragrance there remains nought but the withered forms, in which the still vital seed, like a hope of immortality, is hidden. How many human hopes lie withering with the faded vegetation. Alas, how many once loved human forms will sleep out of doors through this bleak winter, with the dead leaves. But they rest from their labors, while we still work and wait.

How loudly does the "changing year" preach to the educator, bidding him work for eternity, and labor for the construction of characters which may bide the test of immortal continuance.

—The Months of September and October were busy times in the educational history of our State. The series of State Institutes, the first two of which were noticed in the October No., have just closed their eminently successful career. Of those held at Flint and Grand Rapids we cannot speak from personal observation. They are said to have been largely attended, and full of stirring interest. Our knowledge of the teachers of Genessee and Kent Counties, assures us they were not derelict in duty on such an occasion.

The Institute at Niles opened October 16th. There were upwards of one hundred Teachers in attendance during the Session, and a large congregation of citizens nightly filled the Church to greet the lecturers. The village of Niles which is one of the most beautiful in the State, and just now seems one of the most enterprising, to judge by the splendid block of brick stores now going up in its main street, is leading forward in educational affairs at no slow

pace. In the midst of their grand old native groves, on a site not surpassed in beauty by any in Michigan, there towers the new Union School House.—The building, which will have cost when finished $20,000, is of white brick three stories in height, and as tasteful in architecture as it is convenient in its interior arrangement. School-boys never dreamed of a more beautiful school-house in more beautiful surroundings, than the citizens of Niles are so liberally providing for their children.

The Coldwater Institute opened October 23d, while that at Niles was still in session. From ninety to one hundred names were enrolled. An earnest and inquiring spirit prevailed here as at Niles, and the citizens showed themselves interested in the exercises. A detail of the lectures and discussions would be beyond our space. The discussion of the subject of moral teachings was valuable in the indications it afforded of right thought and feeling amongst the teachers present.

Coldwater, too, has joined the forward march in educational matters. The citizens have just voted to raise $15,000 to purchase grounds and build a new Union School house. Coldwater is a fine, flourishing place, and needs only the addition of a good literary institution, such as their High School is designed to be, to become a point of great attractiveness. It will, we trust, prove again the certain truth, that even material wealth gathers an actual increase of value when united with cultivated mind, and that physical nature adds new radiance to her beauty, and society a new and surpassing potency to its influence with every increase of spiritual light and grace. The world would not sell for a dime were there no men to enjoy it; and man is only man by virtue of his mind. Double the mind in the world and you double the value of the world itself.

On the whole, we conclude the schools of Michigan have gained greatly by the series of Institutes just closed. And though we might suggest some improvements desirable to be made in any future Institutes, we still believe the series to have well paid the expense of time and labor it has cost. We much doubt whether the towns where they have been held will not crave an early repetition of the literary treat the institutes have afforded.

——We took occasion during the session of the Institute at Coldwater to make a short visit to Hillsdale, and were indebted to the courtesy of Profs. Whipple and Churchill for a peep at the "habitat" of the Hillsdale College.

The dedicatory and inaugural exerces of this new Michigan College were held on the 6th of Nov. inst, The College edifice, which stands on an eminence overlooking the pleasant and half embowered village of Hillsdale, is the largest school building in this State. It is built of brick and is four stories above the basement with a front of 260 feet. Only the central part and the wing which is devoted to the ladies, and which affords rooms for 120 pupils, are yet finished. The gentlemen's wing when completed will accommodate an equal number of young men, The entire cost is estimated to be $50 000. It is a noble offering to the cause of Christian education, and alike honorable to the denomination (the Free Will Baptists,) whose liberabity has endowed it, and to the generous men of Hillsdale who have so freely contributed of their means for its erection. They are already reaping the reward of this wise policy, as was well proved by the assertion of a gentleman who subscribed $1000, and who now says his estate has been enhanced 25 per cent. in value, and his annual rent is increased $240.

The Faculty consists of Rev. E. R. Fairfield, President, Prof. H. E. Whipple, Prof. C. H. Churchill, Prof. Dunn, and Prof. M. W. Fairfield

Mrs. V. G. Rumsey, Preceptress, and Miss Sarah Mahony are the only female teachers yet engaged.

SCHOOL LIBRARIES.—Both time and space are lacking again this month for some long proposed remarks upon our library system. The conviction deepens with every fresh observation we make, that our library system needs reforming. Each district should have, and, we must believe, will have, its own library; for the township library system has in almost all cases proved a failure. No agency is more wisely adapted to the spread of universal education than that of public libraries, and we hope to see the attention of the friends of education awakened more fully to this subject. Deferring more extended remarks to a more fitting occasion, we subjoin the names of a few more books which we know to be valuable library books:

Lynch's Dead Sea Expedition.

The Earth and Man; Lectures on Physical Geography in its relations to the history of mankind. By Arnold Guyot.

Prescott's Conquest of Mexico, and Prescott's Conquest of Peru.

No American library should be without these.

Weber's Outlines of Universal History.

Silliman's Visit to Europe. 2 vols.

Babylon and Nineveh, Layard. 2 vols.

These are excellent books, full of interest and instruction.

We ask attention to the article on gymnasiums. It is from the pen of a German gentleman, who formerly had charge of one of these institutions in the father-land. The subject of physical education should share more largely in the public interest. We visited recently the fine gymnasium room belonging to the Detroit Ladies' Academy, and saw with no small pleasure, the pupils, under the charge of a competent instructor, engaged in their health-inspiring sports. Miss S. Hunt, the principal, gave a very favorable report of the influence of these exercises, stating amongst other advantages, that she was no longer troubled with tardiness, the pupils coming early to get a swing in the gymnasium; that the listlessness and lounging had disappeared; and that the government of the school had become easy, the excess of muscular energy being expended in the gymnastic exercises.

☞ We are deeply gratified with the proofs that reach us of the interest felt in the Journal by the school officers to whom it is sent, by law, for the libraries. Our thanks are due several of them for their public spirited efforts to increase the the circulation of the Journal.

☞ Examine the list of valuable books, offered on the first page of our cover, as premiums. We run a risk of serious loss, for the sake of gaining a wider circle of readers among the friends of popular education. Remember our offer ceases at Christmas. Early subscriptions are more valuable to us as they enable us to make surer estimates. Early efforts, also, will be found most successful by those who choose to avail themselves of this rare chance to get a library.

☞ Teacher! Reader! Will not the wide circulation of our periodical be a public good? Lend us, then, your aid.

☞ Parent! Will not a dollar spent for this purpose, be profitably expended for your family, both in the reading it will give them and in the public influence of such a periodical in giving you better schools?

☞ Why should not evevy school room in Michigan be furnished with a copy. A penny subscription amongst the scholars would generally suffice to purchase it, and its problems and questions would furnish many a pleasant treat for the "noon-spell." We commend this plan to teachers.

☞ With this number closes the year of several subscribers. Henceforth the Journal will not be sent after the time paid for has expired. This seems to us the best policy both for our subscribers and ourselves. No one wishes to be obliged to write to stop a paper he has never ordered. Those who wish to renew will, therefore, remit the dollar at once when their subscriptions close. We hope our friends will bear us out in this arrangement.

☞ To the old friends of the Journal, those who have stood by us from the first, and with whom we have labored shoulder to shoulder to elevate the schools and teachers of Michigan, we need only point to the approaching dawn of another year. Shall it not be a year of new and grander triumphs!

STATE TEACHERS' ASSOCIATION.—This body will meet at Jackson, on the 26th of December next. We hope to be able to announce in our next number the programme of proceedings.

ADDITIONAL PREMIUM—HARPER'S MAGAZINE.—We will furnish this splendid and giant monthly, and the Journal of Education for 1856, for $3, just the subscription price of Harper's.

☞ By a mistake occasioned by the sad bereavement which fell upon us just as our October number was ready for the press, the advertisement headed, "One Hundred Dialogues" was left out. We would ask especial attention to it now.

Our attendance upon the Institutes will account for our late appearance this month. We hope to return next month to our regular time.

See Dr. Cutter's advertisement for an offer of gratuitous anatomical plates.

Our other advertisements this month will also be found well worth the attention of those who wish to know what is new in the book world.

ITEMS.

——Miss A. C. Rogers and Miss H. K. Clapp, late of the Normal School, have opened an institution, under the name of the Michigan Female College, at Lansing.—Among the teachers engaged, we notice the name of John Homer, a graduate of the Normal School and an excellent scholar.

——Miss Allen, recently principal of the female department of the Oberlin College, has succeeded Miss Rogers as Preceptress of the Normal School.

——Mr. M. M. Ham, a graduate of Union College, has taken charge of the Union School at Jonesville.

——We see a notice that Prof. Gillespie, of Union College, is preparing a work on the Polytechnic Schools of Europe. Educationists will eagerly welcome its appearance.

HARPERS' for November is a splendid number, and may be found at J. R. Roys, Detroit.

Literary Notices.

SILLIMAN'S VISIT TO EUROPE. A. S. Barnes & Co., N. Y. 2 vols.

This is a narrative of Prof. Silliman's travels in Europe in 1851. It is no common book of travels, just because its author is no common man. Besides the interest always attaching to the travels of an intelligent man, Prof. S.'s scientific cast of mind led him to observe and record much that escaped the attention of other travelers. The book is made more perspicuous and useful by the orderly arrangement of its matter under appropriate captions. Rich in useful facts, and written with a noble simplicity, it furnishes the reader no inadequate view of the scenes described. For sale by Kerr, Morley & Co.

CLASS BOOK OF CHEMISTRY. By *Ed. L. Youmans*. D. Appleton & Co., New York.

This text book has now been in use for some years, and has gained the approbation of high authorities. It is of a practical character, detailing in a very practical manner the chemistry of common life, and abounding in facts and principles important to every reader. The book is equally valuable for class and family use.

YOUMANS' ATLAS OF CHEMISTRY.

A large quarto, equal in size to our quarto Geographies. It is an ingenious attempt to teach Chemistry to the eye, the chemical elements and their combinations being represented in variously colored squares, of size corresponding to the relative proportion of atoms, printed in juxtaposition. We regard this method as a very considerable improvement upon the old method of teaching, and as destined to accomplish for chemistry almost as much as the introduction of maps has for geography. The perusal of this book affords a pleasant and profitable review of ones studies in this science.

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Several Book notices are again left out.

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MICHIGAN

Journal of Education

AND TEACHERS' MAGAZINE.

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THE PARENT THE CHIEF EDUCATOR.

In the June number of this Journal was mooted the question "To whom does the business of educating the young chiefly belong?" and the relative claims of the Parent and the State, to the office of Chief Educator, were briefly discussed. Urged by a profound conviction of the importance of the question to the entire school system, we return to it for the purpose of indicating more clearly what we believe to be the true answer.

Practically, a distinct answer to this question is assumed in the establishment of every system of public instruction, and it cannot be concealed that in the most of those systems now existing, the answer assumed is in favor of the State. The world-renowned Prussian system, if we mistake not, most clearly assumes it to be the right and duty of the State to take the oversight and control of educational affairs. The Prussian schools are confessedly State institutions; and the Prussian parent has little to do but to obey the government which has undertaken to educate his child.

And, in our own land, the legislation which, at first, aimed to foster, has gradually come to direct, our schools, till by degrees, the State has quietly usurped the office and business of Chief Educator, and, of course, assumed that a State system of schools is the only feasible plan of general education.—The difficulty of banishing religious instruction from the school-room, or of legalizing it there, seems, at present, the only obstacle to the universal reception of this idea. It needs no great penetration to perceive that other difficulties will arise, nay *must* arise, if the asssumption of State supremacy in educational affairs, is itself false. If the State is chief, then the teacher is a State official and the State can never authorize him to do what itself has not the right to do: but if the Parent be chief, then the teacher, according to the maxim of the common law may be *in loco parentis;* he is the agent of the parent and the parent may authorize him to teach whatever the parent himself may teach his child.

Three facts have mainly favored claims of the State to a chief control of educational affairs.

1st. The success of good government depends intimately upon the diffusion of general intelligence. But it depends still more intimately upon the prevalence of christian principles, and yet the government's right to control the church has long and justly been denied. The public interest in the dissemination of a sound education will amply justify a public tax for the support of schools, but cannot authorize the government to assume the whole duty of educating its citizens.

2nd. The inability of private citizens to secure and support a sufficiency of good schools seems another reason why the State should undertake to supply this public need. In the present state of public sentiment and under the present social conditions, it cannot be doubted that a government system of public schools may be more easily sustained and more magnificently appointed than any system of private schools can be; but so also might many another scheme of benevolent enterprise. The people may use the arm of government to arrange and legalize a plan of schools, and the State may afford all needed aid to sustain these schools, while the government still holds the place of an agent, subordinate in office and interest to the people themselves.

3d. But a third and apparently more conclusive fact for this side of the question is the duty of government to secure the rights of all its citizens' children as well as parents: and what right is more precious than a child's right to an education. In securing a child this sacred birth-right, the government might well go so far as to compel the negligent or ignorant parent to send his child to school. It is, however, only on the failure or inability of another whose duty it properly is, that the State can assume the business of education. Here, as elsewhere, in this matter, the business of the State is to remedy the defective duties of its citizens, or enforce their discharge. Were the parent able and willing to meet all of his natural obligations to his offspring, the State need no more intermeddle with education than with religion.

But to come more directly to the proof of our proposition that the parent is the chief Educator, with whom lie the right and duty of managing the education of his children; let it be remarked that not only is the parent the natural guardian of his children, but that, in the family, which, after all, is the great school, he is the acknowledged head. Here, amidst the most potential educating influences to which human nature is ever subjected, and lessons plied from the first opening sense till manhood's exodus from the paternal roof, he is confessedly chief teacher. And the Family is older than the State. It existed ere the State was formed, and will survive with all its holy rights and duties when States and governments shall have perished with the human imperfection

which demanded their agency and gave them birth; for what is the promised Heaven-kingdom but a blessed and eternal Family of God's children?

The duty of education is one of the plainest inferences of the parental relation. The whole of parental intercourse is its suggestive occasion; parental love finds in this duty its noblest exercise, and parental hope seeks from it its grandest, richest reward. My duty to educate my child grows not out of my relation to the State, nor out of my position in society; but, God-given, it rests upon the whole fact and covers every tie of my paternity. And as parents existed before citizens, so schools existed before States. Whatever interest the State may have in the education of its citizens, the parent has a higher one in the education of his children, and no system of public instruction can long flourish, in which this latter interest is not the ministering spirit and governing law.

We may increase our School fund as we will, we may crown every hill top with a public school, where a trained teacher shall offer fitting service to every passer-by, but unless parental love and duty shall adopt the machinery as its own, and an awakened parental sentiment shall energize all its workings, it must prove a failure even to the public interests which endowed it.

Let then the State do as much as it will, let it perfect a plan of public education which shall be adequate to the noblest need of its whole citizenship, then let it dedicate it all to the untrammeled, uncontrolled, sovereign action of a free and intelligent paternal love. No unity of a State system however beautiful, can compensate the lost power of a felt and free parental obligation.

For the Journal of Education.

THE GERMAN GYMNASIUM—ITS ORIGIN AND DESIGN.

BY G. A. METZGAR.

(Concluded from page 348.)

The desired good result of gymnastic exercises almost exclusively depends on the course followed by the instructor; a gradual systematic development of the physical powers alone will enable the young gymnast to proceed to the more difficult exercises and to perform them without danger. It is therefore absolutely necessary that before advancing to another exercise, the previous one should be executed with ease and perfection. Neglect in this respect has too often told most fatally on the arms, legs, and noses of the young, and is always sure to banish that cheerful hilarity and gayety which will animate the pupil when seeing his exertions crowned with success.

In preparing for these exercises the pupil should first dispose of all superfluous clothing. The best attire on account of its cheapness and coolness, is a suit of coarse linen;—coats, caps cravats, &c., should of course be dispensed with.

It is advisable however that the pupil should wear an overcoat while going and coming from the gymnasium, to prevent colds. The exercises commence with an easy natural position; the pupils placing themselves in a straight line the tallest first, and so on, according to their height. They should stand far enough apart to be able barely to touch each others' fingers with out-stretched arms, heads erect, shoulders drawn back, arms hanging naturally down, the body straight, the weight resting equally on both feet, the toes turned out, and heels together. Of course when not exercising, each stands as he pleases, but at the word "attention," every one is expected to take the above position. A great variety of very useful exercises (commonly called the preliminary exercises) forming the bases of all others, may be performed by moving in various directions, the head, arms, legs, and feet. They teach the beginner all the principle motions required in the most advanced exercises, and aid him astonishingly in acquiring suppleness and dexterity. He who would be a thorough gymnast must spend a great deal of time in the practice of those preliminary exercises. This may be done at home, or anywhere, as they require very little room and no apparatus.

These should be practised daily in every school in the country. The teacher can without difficulty invent a great number, or he may find a good collection of them described in a little work, which I would, most heartily, recommend to every friend of physical education, called "Paul Preston's Book of Gymnastics." These preliminary exercises having been exclusively practised for a month or two, walking and running may be added; for the acquirement of physical strength, although a very important object, is by no means the only advantage to be attained at the gymnasium. The noble, manly carriage, the easy, graceful walk, the skillful command of all our physical energies, are acquirements full as worthy of our attention and steady application. The best opportunity for practising is afforded by daily or semi-weekly walks in which all the pupils participate. In Germany there are no boarding schools, ladies' academies not accepted, in which at least one hour every day is not spent in this healthy and agreeable recreation. But in this country of railroads and steam boats, walking has almost become out of fashion, and it is therefore the more necessary that it should be encouraged in the schools, and frequently practised at the gymnasiums. When walking the arms should hang naturally, down by the sides, and move gently, the head and body should be upright, the shoulders thrown moderately back, and the ball of the foot should first reach the ground.

Walking at a common pace, fifty steps in a minute, is the most important: but for a change, a double and quick pace may be practised, one hundred or one hundred and fifty in a minute. Running is a capital exercise for the development of the chest for the enlargement of the lungs and for strengthening the muscles of the lower extremities. In running the body leans forward, the hands rest upon the hips with the thumbs behind and the fingers in front, the knees are more bent than in walking, and the toes should touch the ground first. The breathing should be slow and deep, with the mouth shut, and as soon as the blood rushes to the face of the runner he should slacken his pace. To stand still at once, to lie down, or to take off his clothing, might prove fatal to his health. To prevent any such consequences it is advisable after a run to walk up and down at a common pace for about ten minutes, keeping silent in the mean time to facilitate easy breathing. Walking and running can be

practised as well as the preliminary exercises, by as large a number as a hundred or a hundred and fifty at once, provided they are about the same ages; but for practising on the gymnastic apparatus the pupils should be arranged in classes not exceeding twelve, nor less than eight in each, so that every one may have sufficient exercise without overdoing. Each class has the strongest and most skillful of the number for leader, whose duty it is to lead off the exercise, to see that it is repeated correctly by each member of the class, and to watch, the performer closely so as to be ready to render assistance in case of a slip or in any other emergency. The leaders are prepared for their duties by an extra drill from the teacher. There should be a separate set of apparatus for each class, so that all may be occupied at the same time. To prevent monotony, new exercises should be frequently introduced, and the apparatus changed from every half to three quarters of an hour.

At the word of the teacher, who conducts and oversees the whole, and is present wherever his assistance is needed, the leaders placing themselves, each at the head of his class, march to the apparatus designated, the class standing in a straight line near, but far enough from the apparatus to be out of the way of the performer. The leader having gone through with his exercise resumes his place at the head of his class, and each member after repeating the exercise goes to the foot, causing the whole class to move forward. The same order is preserved through each of the succeeding exercises. No gymnast is allowed to practice out of his turn, nor to leave his class to go to another, unless he finds the exercise too difficult, and then he must obtain the permission of his teacher. Although laughing and talking is not altogether forbidden, yet the one who practices is required to observe the strictest silence. From a well conducted gymnasium, all daring, neck breaking exercises are of course banished, and there is indeed no danger of any accidents, provided the apparatus is strong enough and firmly fixed in the ground, Beginners however will for some time feel more or less pain in the limbs and soreness of the muscles they particularly use, but this should not alarm them, for such unpleasant consequences will soon cease, and be followed by a fatigue which makes rest sweet and desirable.

For a more extended description of the most important exercises, on the different apparatus, we would again refer our readers to the little work mentioned above. (Paul Preston's Book of Gymnastics).

The object of these exercises is not to educate athletes or rope-dancers, nor to prepare the young for any particular pursuit in life, but to strengthen the body and thus enable the pupil to develop his mental energies without ruining his constitution.

The acquirement of skill, adroitness and suppleness, although very desirable are but secondary objects. Wherever these exercises have been continued for any length of time, and have been practised thoroughly, the result has been in every instance, most encouraging and satisfactory,

The medical faculties of London, Paris, and Vienna, have reported unanimously in their favor. In the Chelsea Retreat for the orphans of soldiers, the inmates improved in health so rapidly, after the introduction of gymnastics, that it attracted the attention of every one connected with the institution, and to find out whether this improvement was indeed owing to these exercises, the president ordered them to be discontinued on the 19th of Febuary, 1823, until further notice. At that time among the 1200 inmates there were but 48 sick,

but on the 10th of February, 1824, when the exercises were resumed the number had ran up to 277, six weeks later there were only 52.

The question may be asked whether young ladies may not share in the beneficial results to be derived from the practice of gymnastics. To show that they may with perfect propriety, and with what success, we have only to refer to the erect forms, the sprightly graceful movements, and the cheerful happy faces, which we find in those schools in which physical training is considered an important part of a young ladies' education. It is true that woman is not required to mingle in the more active business pursuits of life, that her sphere necessarily confines her much within doors, but does it follow that her duties are less important than man or that she does not need the same careful preparation for them. So long as her own happines and the happiness of those she loves depend so much upon her enjoyment of good health, can they who have charge of her early years be blameless if they neglect her physical education, and allow her to grow up, the pale inanimate invalid, so often found in the parlors of America. Is not this neglect the true cause of the feebleness, suffering, ard early deaths, which characterize the women of this country. Shut up for the most of her life in a close room, with no exercise except an occasional drive in her easy carriage, or the short walk, as she makes her neighborhood calls, who can wonder that we so seldom find a woman who can walk two miles without suffering from the bad effects for weeks.

Let the gymnasium become an essential part of every school, and the water-cure establishments and multitude of other resorts for the fashionable invalid would soon be numbered with the things that were; and the sprightliness and beauty for which the American children are distinguished, would not so soon give place to premature age, and early death. In conclusion we would say to the parent, the guardian and the teacher, remember that you are to a great extent responsible for the happiness or misery of those intrusted to your care, and if you would see those you love, healthy, cheerful, full of life, ready for usefulness, and prompt in the discharge of every duty required of them, never forget to improve every opportunity to strengthen and embellish the casket of that priceless jewel, the immortal mind.

UNION OR GRADED SCHOOLS.

As there are still some of our large villages, and at least one city in the State, which hesitate to establish Graded Schools, we publish the following summary of the advantages of such Schools, from the Report of the Commissioner of Common Schools in Ohio. This report recommends such schools not only for the populous villages, but also for the country towns.

1. By embracing a large extent of territory, the pecuniary strength of each school District is increased, and the inhabitants are thereby enabled to procure without increasing their taxes, a larger and more eligible school house site, and to erect thereon a school building more ample in its dimensions, more attractive in external appearance, and more convenient in its internal arrangements.

2. It reduces the number of school districts, as well as the number of teachers, thereby enabling the people, without materially adding to their burdens, to pay higher rates of compensation, and to obtain teachers of a higher order of qualifications.

3. It prevents many of the errors and imperfections incident to a school which employs but a single teacher, and not unfrequently one who is destitute, not only of the proper amount of learning, but also of a knowledge of the proper methods of imparting instruction even in the most elementary branches.

In a graded school the younger and less experienced teachers are generally under the direction and supervision of a principal, whose scientific attainments, large experience, and enlightened views of the duties and responsibilities of his avocation, enable him to introduce at once, into his school a proper system of discipline and classification, and so to direct all the school exercises and studies in the lower departments, that the work appropriate to each of the lower grades will not be thrown upon the departments above.

4. A judicious course of study can be introduced and adhered to, with far greater facility in a graded than in a mixed school. Text books are selected with more care and judgment, and less frequently changed; and hence the progress of the scholar is less retarded, and parents are subject to a less expense.

The facilities for procuring libraries and articles of apparatus are also greatly increased.

5. In graded schools, young and inexperienced teachers, who are usually employed in the lower departments, are not obliged to depend upon a sort of guessing operation in determining how to manage a case of discipline, hear a recitation, conduct a reading, or other exercise; for the principal of such a school is always at hand to give advice and direction in such cases; and hence, at the very outset of their course, the scholars receive thorough and accurate instruction. It has now become a well established fact, that a graded school, in charge of a competent superintendent, although inexperienced teachers may be employed in all the subordinate departments, will accomplish vastly more in the way of imparting to the pupils a solid, practical education, and proper mental discipline, than could be effected by an equal number of well qualified teachers, each operating in an independent school on the old plan.

6. The graded system tends to prevent the manifold evils resulting from short school sessions, and those repeated changes in the general plan and operations of a school, which a change of teachers in mixed schools generally produces. A Union district generally possesses means enough to secure permanently the services of a competent principal or superintendent, and hence the school moves steadily and uniformly onward, in all arrangements and modes of instruction, notwithstanding an occasional change of teachers in the lower departments.

This advantage alone should commend the graded or Union system to the favorable regard of all who desire to give their children a good education with the least expenditure of money and time.

7. As a graded school consists of several departments, and these departments occupy separate rooms, the pupils of each department are nearly of the same age and attainments, and hence they can be formed into a few large classes, to pursue all their studies together, and thus afford the teacher the necessary length of time for thoroughly instructing each class.

8. In graded schools the number of subjects which each instructor is required to teach is far less than in a mixed school, and this is a matter of no small moment; for the teacher of numerous classes in several branches of study, and in all stages of advancement, has no time for preparation on the different lessons, and must, therefore, enter upon the task of instruction in a state which wholly unfits him for teaching skillfully.

9. The graded system renders it practicable to employ a greater number of female teachers, especially in the winter season, and thus secure to young children that genial influence and culture which females are so well qualified to impart. It has often been remarked that females make better teachers for young children than the other sex; for they have more talent for oral or conversational teaching, more quickness of perception in seizing the difficulties which embarrass the mind af a child, and more mildness of manner in removing them—They are more ingenious in introducing little devices calculated to animate and encourage children, and relieve the monotony ol school exercises.

"How many a tender child is injured by the stern administration of a male teacher; by harsh decisions formed in haste, where there was no time to consider all the circumstances of the case; and by the ill-treatment and rough language of the older scholars. The intellect of children stands in need of the training which woman is best qualified to give. She paints to the imagination, when the male teacher defines and reasons. She gives form, and color, and life to what the male teacher treats as an abstract principle. The male teacher is prone to take too long steps in his instruction, to which the minds of the pupils are not yet adequate, and has not the patience to graduate his elementary instructions by so minute a scale, and to advance by so slow a pace as is required by the conditions of the young mind.

10. The incentives to great diligence in the preparation of their lessons, presented to the young by the expectation and certainty of promotion, are greater and far more abiding in graded than ungraded schools.

On this topic, the Secretary of the Board of Education in Massachusetts, thus writes:

"Besides the intellectual excitement, resulting from studying in regular classes, there is one of a different kind, arising from a uniform gradation of the classes, and extending through all the departments of the school. In the ordinary district school, there is but little steady influence exerted upon the pupil by the prospect of promotion There is but one school in the district; and that is entered by the scholars promiscuously when the term begins, and left in the same way when it ends. There is no examination at the close, which entitles a scholar to a certain place in the next school. When he enters another school he is disposed of, in a class or not, as the teacher finds it most convenient; and then he has the prospect of remaining in that condition to the end of the quarter, unless the shifting scene shall chance to throw open some gap, which he can better fill. As the seasons revolve, the same scene is enacted over and over again, as nearly in the same way as the semi-annual migration of teachers will allow.

"The monotony of a ten years' sojourn in such a district school, aside from the sports and adventures accidentally connected with it, is such as no one can adequately conceive, who has not experienced it. How different from all this sameness and these endless repetitions, is that chain of advancement, with

every link brighter and brighter, by which a child is conducted through a system of graded schools! As he enters the lowest class in the primary school, he sees an unbroken series of promotions before him, till he shall have finished his course in the high school." From beginning to end, his hope of promotion is encouraged, his industry stimulated, his ambition excited, and every moment he is made conscious that his progress and rank are determined by none but himself. To those who are fully aware of the degree of sluggishness and intellectual stupor to be overcome in the majority of our district schools, it can not appear unimportant to employ those natural and healthy stimulants which, in a graded school, operate so powerfully upon the mind of youth.

Parental.

WHAT DO YOUR CHILDREN READ?

No earthly acquirement is more valuable or promises more surely for the future intelligence of a child than an early formed taste for reading. Once awaken in the young mind a thirst for reading, and its education is insured.—Without teachers and without schools, it will rush onward with a speed, and to heights, which no teachings could ever have compassed; or, if schooling be enjoyed, will render the teacher's work both more easy, and vastly more productive.

Without this taste no education of the schools, however long protracted, can make the mind intelligent. Nay, more, it is in reading that school education finds its chief and most useful applications. Much, very much, that we learn in school is never used in business, even in the most varied practical life: not an atom of it is lost to the reader. It comes in to explain and illustrate what he reads, and not one fact or principle so recondite as not to cast its light on some portion of the wide territory of thought, over which he travels.

No mind can long lie unproductive. in which a taste for reading is formed and exercised. It may rush to rapid ruin under the lead of pernicious books, but to lie a barren waste of ignorance and imbecility is impossible. For all the higher and happier purposes of education, I would sooner my child should form a taste for sound and valuable reading, than be presented with a free entry to all the Universities on earth.

I fear a mistaken notion exists in the minds of many parents. They wish their children to become intelligent men and women, and they send them to school and College to accomplish this desired result, not reflecting that the business of the school is to give cultivation and expansion and power to the mind, and not to fill it with ideas. The schools educate your child's intellect

only, that he may read the more successfully; but still he must read if he would know. He wastes half his education who does not find use for it in the perusal of good books.

Would you see your children become intelligent, foster in them a love for reading and furnish them with ample means for its gratification. The child who has learned there is something else in books than dreary tasks and lessons, —who has learned to love and listen to the voice of earth's gifted writers, speaking from the page of story or of song, of history and of philosophy, will go again and again to this silent companionship of genius, and will grow rich in thoughts and fancies beyond his years.

But, like every great power, the love of reading needs a stern and careful control. The reader is, for the time, the intimate friend and companion of the author, and just as there are some authors whose companionship would be full of peril, so there are some books full of moral deathfulness. Alone with your child's naked and unprotected soul, the spirit of the author, like the prophet of old, stretches itself upon that soul and breathes into it the breath of a new life. O! how much it imports that that life should be pure and healthful.

And here let it be carefully remarked that the full confidence and co-operation of your child will be necessary to guard him from the bad books which are afloat in every community, and which will inevitably fall into the hands of the eager reader. Be assured, no injunctions, however threatening or severe, will hold in check the strong thirst for knowledge when once awakened, and too often the prohibition but provokes desire.

If you would have your child read wisely, read with him. Be interested in his books and lead him to speak freely of them. He will easily come then to present every book for your opinion before he begins its perusal.

But the best safeguard against bad books, is the prevalence of good ones.— You must either provide books, or the child will procure them for himself, and will take such as come first, whatever their character. If you will but undertake to supply his need, you may choose the best; and, with a proper caution against a too early introduction of dry and abstract works, you may lead your child from the simple tale which pleased his mind at first, to works of the soundest character and most solid material.

But beware of the error of those parents who, in their unreflecting desire for their children's advancement, compel them to read books whose only merit is their freedom from vice, and whose stupid sentences would provoke a yawn even from the parents themselves. This is killing, not cultivating, the taste for reading, and many a youth has arisen from such unwise tasks with a settled hatred for all books and all learning.

How many parents are expending vast sums upon the education of their

children, while this love of reading, this cheapest and best of all teachers, lies unused and forgotten. The price of one year's tuition in a fashionable boarding school, would, if well laid out in a library, often secure not only a present intelligence, but a life-long progress, and open up a source of enjoyment which would out-last all misfortunes, and add the grace of its blessed influence to every prosperity.

INFLUENCE OF MOTHERS.

Some years ago, a sagacious statesman from one of the South American Republic, who had long mourned over the failure of self-government in his own conntry, come to the United States for the purpose of examining our institutions and learning the secrets of our prosperity. One of the first scenes which he witnessed was a military display; and supposing the enthusiasm that prevailed was indicative of a general passion for arms, he remarked, "That, sir, will ruin you. It is the passion of the people to war, and their reliance on the sword to carry their points, which has been our bane and ruin in South America; and unless you check it in season it will prove your ruin too." But afterwards he spent an evening in New Haven, where males and females of the most accomplished class in the city were assembled; on retiring from the party he added, "I have found it now, I have ascertained the secret of your success in self-government, and of your character, prosperity, and greatness as a Republic. You owe it to your women. I never saw the like before. Such mothers must, and no others can, make a nation like yours. Give us in South America such women for mothers, and we should, ere long, follow hard after you in the the race of national prosperity and happiness."

We are accustomed to speak of the achievements of such men as Bacon, Hall, Newton, Dwight, Edwards, and a host of like renown, without duly appreciating the world's indebtedness to their gifted and faithful mothers. That maternal influence had much to do in preparing them for the spheres of extensive usefulness is evident from such facts as the following:

Bishop Hall acknowledges maternal agency in the formation of his own character, and on one occasion wrote of his mother, "How often have I blessed the memory of those divine passages of experimental divinity which I have heard from her mouth! What day did she pass without a large task of private devotion, when she would still come forth with a countenance of undissembled mortification! Never any lips have read to me such feeling lectures of piety, neither have I known any soul that more accurately practiced them than her own."

John Quincy Adams once paid the following tribute to his mother, "It is due to gratitude and nature that I should acknowledge and avow that, such as I have been, whatever it was, or as I hope to be in all futurity, must be ascribed under Providence, to the precepts and examples of my mother."—*Ex. paper.*

THE FATHER'S DUTY.—We estimate a mother's importance in her family as high as any one can; and yet we do not believe that she monopolizes all the qualities needed for the great work of training up human beings. Her very familiarity with her children places her, in some respects, at a disadvantage for the exercise of wholesome authority. The wise father will not indeed take the reins of family government from his wife; but he will make his children feel that her gentle sway is sustained by a firm and steady hand; that behind their mother's tender heart stands a cool judgment, and a will stronger even than their own and that they cannot impose upon the one nor resist the other. But if he would be truly the father of his family, he must not be a stranger to them. It will answer no purpose for him to come in once in a while to meet some great emergency, and awe down rebellion by hard authority. He must be the companion, the friend of his children. Strong natural love must be the basis of all beneficial discipline.

But this is also, I had almost said equally, necessary for the father himself. Nothing keeps the heart so fresh and young, saves it from bitterness and corrosion through the cares, and conflicts, and disappointments of life, as the daily enjoyment of a happy home. And a man of business, or a scholar, who thus allows himself time for relaxation, and for the play of the domestic affections, will in the course of years have accomplished more, with less wear of mind and body, than one who has been all the time on the stretch, seeking "to catch the nearest way" to wealth or any other object of personal or public good.—*Selected*

THE FIRESIDE.—The fireside is a seminary of infinite importance. It is important because it is universal, and because the education it bestows, being woven in with the woof of childhood, gives form and color to the whole texture of life. There are few who can receive the honors of a college, but all are graduates of the hearth. The learning of the university may fade from the recollection, its classic lore may moulder in the halls of memory, but the simple lessons of home, enameled upon the heart of childhood, defy the rust of years, and outlive the more mature but less vivid pictures of after days. So deep, so lasting, indeed, are the impressions of early life, that you often see a man in the imbecility of age holding fresh in his recollection the events of his childhood, while all the wide space between that and the present hour is a blasted and forgotten waste. You have, perhaps, seen an old and half-obliterated portrait, and in the attempt to have it cleaned and restored, you have seen it fade away, while a brighter and still more perfect picture, painted beneath, is revealed to view. This portrait, first drawn upon the canvas, is no inapt illustration of youth, and though it may be concealed by some after design, still the original traits will shine through the outward picture, giving it tone while fresh, and surviving it in decay. Such is the fireside—the great institution furnished for our education.—*Goodrich*.

EXTREMES OF HEAT AND COLD.—In a recent lecture, Prof. Hitchkock, of Bowdoin College, suggested that the great extremes of cold and heat felt through so many degrees of latitude on this continent, are owing to the fact that all our mountain ranges take a north and south direction; and hence no barrier like those found on the Eastern continent are opposed to the sweep of either arctic or tropical gales.

Professional.

For the Journal of Education.

TALKS ABOUT TEACHING.

BY SENIOR.

(Concluded from page 365.)

"The irregularity of attendance, of which you complain," continued Mr Adams, "will I fear, give you more trouble. Throughout the whole country the entire school system is suffering under this pernicious evil, and teachers are sighing, as you are, over the loss of their best efforts made nugatory by it.—Much has been written and said on the ill effects of this tardy and irregular school-going, and earnest school committees in many of our cities, are publishing reports and devising means to remedy the wrong. Still the evil continues and must, for aught I see, continue, as long as thoughtless pupils and their equally thoughtless parents, will persist in sacrificing the public good to their private convenience; or, until public law shall interpose its authorative interdiction and with adequate fines or penalties, suppress this most obstinate pest of the schools.

"But what is to become of my school, in the meantime?" replied James.—"Must my work, this winter, be hampered and robbed of its best reward by the heedlessness of those whom I seek to benefit?"

"No, no!" replied his old perceptor, thoughtfully, "much may be done to mitigate the evil, and there is a way, if the district board will consent, in which it may be entirely removed. In the first place, be at your school-room early and see that it is made warm, clean and attractive. Begin always promptly at the hour, and let the exercises go on regularly as if all were in their places. It will soon be seen that pupils must be there in time or lose their lessons, and all who care about their progress will endeavor to conform. If you can introduce some pleasant exercises in the school room or on the play ground, every morning a little while before school time, the pupils may be attracted to come; and a plain statement to the parents of the amount of absenteeism, and of its evil tendencies, will induce most of them to co-operate for its cure. The effectual remedy of which I spoke, consists in locking the door at the hour for school.—This plan has been tried, with good success, in some of the best schools in the land, and although it has met with a violent opposition at the first, its success has, in the end, made even its enemies to become its advocates, and I am not certain but that it will ultimately meet with universal adoption."

"I think I comprehend your plans, both with regard to text books, and attendance," seriously responded the young teacher, "and will endeavor to carry them into practice."

"Do so, James, and you will succeed. There are few of the difficulties in the teacher's path but would yield, if an honest effort were put forth to overcome them. But, alas, it is easier to complain of an evil than to attempt its correction; and not a few teachers are glad to find in the shortcoming of parents a cloak for their own indolence and inefficiency. A simple, high purpose to meet fairly the sublime and holy duties of your office, and to secure the

greatest possible amount of good to your little flock, will usually render your path both plain and easy. Your own earnestness will awaken the earnestness of others, and will command the aid even of the indifferent. An earnest man ever is eloquent, and bears about with him something of the Omnipotence of Truth. God and nature say 'yea,' to earnestness."

"I had other questions to ask," said the young teacher, when the old man paused, "but you have in these last remarks given me the clue to their answer. From this hour, with God's help, I will commence in earnest, and whatever I can do to make my pupils honest, intelligent, cultivated, God-fearing men and women, shall be done."

"Go! James; there is a mine of wisdom, and an unmeasured might in that resolve. It will prove the beacon-light of a grander success than any worldly wisdom or strength can ever compass. Should you need further counsel, come and welcome to my house. My experience shall be open to your use."

The mingled light of a lofty hope and a generous purpose, played around the heart of James Morton that night, as he gazed up at the stars, and thought how for ages they had watched with a tender, unaccusing silence, over the follies and sorrows of a dying race.

For The Journal of Education.

III.
To the Teachers.

(Concluded from page 361.)

But before we think, we must acquire the data upon which to think; we must use these senses of ours, we must observe, and after we have observed, we must dispose of the observation in the store-house of the mind. There are many persons who attend the higher schools, and even the colleges of our land, and after graduating therefrom are more ignorant than the rudest swain that "drives his team afield." The power of concentrating and controlling one's thoughts, is what constitutes the sum total of education; and the man who cannot do this to a certain extent, although he may have attended the most eminent institutions of the country has not acquired the elements of education. As important instruments in this matter of mental improvement, you will find books treating of reading, writing, arithmetic, grammar, history, geography, philosophy, chemistry, &c., &c., which you must critically examine if you wish to benefit yourselves.

In regard to reading, we would remark that there are thousands of persons who are said to know how to read, but who can scarcely spell out the meaning of the most common paragraphs in the newspapers. There are others who take great pleasure in silent, solitary reading, but are ashamed to read aloud for others. Their pronunciation is so barbarous, their utterance is so disagreeable, that they have not the most remote idea of making themselves intelligible, and so they very wisely place a seal upon their lips, How often have we heard some of the most sublime effusions of genius turned into perfect nonsense by coming through the mouth of a bad reader! The remedy for

these defects is to be found in the daily and careful practice of reading aloud, a practice at once beneficial physically and intellectually. Read at all times when you have leisure; always have a book near to fill up the fleeting spare moments of a life too short. Read almost anything, rather than not read at all; yet we would warn you against the thousand catch-penny pamphlets, which in such great profusion are hawked about our streets. These form a species of dish-water literature, contaminating to the morals, degrading to the mind, and injurious to the health. Never, no, never, as you value your own well-being and the happiness of others, lower the nobility of human nature by indiscriminate novel-reading. If your imagination needs any particularly forcing, it may be beneficial to peruse one or two works of fiction during a year, but not more than this. Sir Walter Scott's "Tales of my Landlord" are the most unexceptionable to be met with among standard authors. In this matter, the writer hereof speaks from experience. From his fourteenth to his seventeenth year his time was spent very foolishly and very dissolutely, in devouring the intellectual husks of Cooper, Bulwer, Ainsworth, James, Scott, Edgeworth, Smollett, Fielding, and whatever other "yellow-covered pamphlet" he could lay his hands upon, with no friend to advise him in in selection. Deeply does he regret the time thus spent, but regrets are unavailing. The days and hours which might have been more profitably employed are now past, and he may not recall them. Their record for good or evil is engraven on the world of mind, and may not be changed. Earnestly hoping that your bark may not be wrecked on the same shoals, we say again—"*Beware what you read!*"

Penmanship, with its kindred branch, drawing, should receive regular and careful attention. How much is it to be regretted, that there are multitudes of people, and even teachers, whose attempts at penmanship resemble the cabalistic figures of some High Dutch conjuror, rather than our English script! This should not be. Every person can make a very respecable writer by a very small amount of attention. In addition to this, every teacher should understand the first principles of drawing. He can acquire all this by appropriating a leisure hour daily for the space of a few months. A few years since we knew a young man who, on commencing the business of teaching, found himself deficient in these matters, but, with an indomitable spirit, determined to conquer circumstances. He formed the resolution of becoming what he ought to be in the chirograph's art, and he has succeeded. His opinions in matters of penmanship are regarded by community as unalterable laws. We pray you, in all sincerity, attend to this matter.

If there is is anything which distinguishes the cultivated from the uncultivated mind, it is the use of language. Pure, grammatical English is the infallible index of an educated intellect. You may increase in wealth, you may display your decorations, but if you cannot open your mouth without violating the "King's English," you will be accounted a dunce. Your magnificence will only be a gilt frame to surround a picture of ignorance. Language is the medium through which thought is communicated from mind to mind, and no person has ever been very successful in communicating the inspirations of "the god within him," unless he had some considerable acquaintance with the use of language. Let every person who may hereafter aspire to fame, study deeply the Anglo Saxon tongue, a language destined, eventually, under Providence, to be the sole language of civilized man. Procure a copy of Webster's Quar-

to Unabridged Dictionary, and use it. Square every word by the standard. Subject all your conversation to the most rigorous criticism. It is fully as easy to speak properly as improperly. Choose the right way, and habit will soon make it the more pleasant. Again, we say, study the structure of the English language. You need not be at any loss for text-books, for authors are as numerous as motes in the sunbeam.

History.—You should make yourselves passably acquainted with universal history, and particularly so with the records of our own country, for no chapter in the world's chronicles is richer or holier than that in which is recorded the deeds of our fathers. History is the voice of prophecy foreshadowing the fate of existing empires, a beacon-light to guide the political mariner aright, an oracle that speaks in no ambiguous tones. Let history have a due share of the time which you devote to mental improvement.

You are, probably, well aware of the necessity as well as utility of geography, philosophy, chemistry, &c., and we will, therefore, only make a single remark in regard to astronomy. This you should understand particularly. We devote years to learning the situation of places on the face of this single planet, and places, too, which we sha'l never see, yet who devotes a tithe of all this time to the study of the great manuscript above us? If you are in want of the most refined and exquisite intellectual enjoyment, if you desire that your soul should swell out with those exalted ideas which raise poor human nature from earth to heaven, you have only to direct your attention to this, the earliest, the most perfect, and the most sublime of the sciences. In the words of the eloquent Prof. Mitchel, we would say: "Are you moved with the concord of sweet sounds? here is music, but it is the deep and solemn harmony of the spheres. Are you an admirer of poetry? it is here, but it must be read in characters of light written on the sable garments of night. Architecture is here,—but it is the colossal structure of sun and system, of cluster and universe. Eloquence is here,—but there is neither speech nor language. Its voice is not heard, yet its resistless sweep comes over us in the mighty sweep of revolving worlds. Shall we not listen to this music because it is deep and solemn?—Shall we not read this poetry, because its letters are the stars of heaven? Shall we refuse to contemplate this architecture, because its 'architraves, its archways seem ghostly from infinitude?' Shall we turn away from this surging eloquence, because its utterance is made through sweeping worlds? No! the mind is ever inquisitive, ever ready to attempt to scale the most rugged steeps. Wake up its enthusiasm—fling the light of hope on its pathway, and no matter how rough and steep and rocky it may prove, *onward* is the watch-word which charms its willing powers."

And now, young ladies and gentlemen, teachers of Michigan, scattered over the length and breadth of the state, busily engaged in making your marks on the plastic minds of childhood, "be not weary in well-doing." Withhold not your hand—give not grudgingly. Sow the seeds of learning and goodness broadcast, and you shall "find the fruits after many days." It is true that the teacher's path is not strewn with flowers, but still persevere. Present tribulation will but "work out for you a far more exceeding and eternal weight of glory." If a certain duty be required of him "to whom one talent is given," what is the weight of your responsibilities, "who have received ten talents?" The state has a right to demand that every one of her citizens shall be educa-

ted, and educated, too, in the highest sense of the term, regarding not only the development of the intellect, but also the physical, social and moral powers. After establishing such a princely fund for the payment of teachers, she expects some adequate remuneration for this immense outlay! Many of her brightest minds, now, alas! are borne onward by the tide of vice to the whirlpool of destruction, and with an imploring voice she calls upon her servant, the teacher, to show himself "worthy of his hire," to stem the invading tide, and snatch the juvenile in crime from the overwhelming flood. And shall she meet with no response? Shall her ardent anticipation never be realized? Forbid it, forbid it, ye patriotic teachers of the Peninsular State.

When parents confide their children to your charge, it is with the most anxious solicitude for their welfare, knowing that if the instruction which they receive, be of the right stamp, they will grow up to be useful members of society, a blessing to the age in which they live, and a solace to their parents in declining years; but if such instruction be wrong, that it "will bring down their gray hairs with sorrow to the grave." Alternating between hope and fear, they venture to consign their offspring to your charge, and are you not bound by the most solemn ties that can bind man to man, to labor "in season and out of season," for the high moral, physical, intellectual, and æsthetical education of your youthful charge? May you sever the sacred ties of confidence?

If the old adage be true, that "the clergyman can scarcely mend what the schoolmaster makes," the obligations under which the teacher labors, towards his pupils, are of the most sacred character. Every word, look and action, of the teacher, are silently, though certainly, establishing a character which shall live through eternity. There are no pauses in the page of life; we are either ascending in the scale of virtue and knowledge, or are descending in the opposite one of vice and ignorance. Man is an imitative being, or, as Paley has most appropriately expressed it: "Man is a bundle of habits." What the child at first performs as a task, he soon chooses as a pastime, and afterwards does without thought. How important, then, that the habits which are to mould future character should be stamped aright! How important to the purity of life's stream, that the little rivulets from which it is formed, should not be polluted by their source!

The greatest boon which we, as Americans, can confer upon the world, is to extend the blessings of civilization and christianity, that every nation under heaven may acquire that knowledge of its social and moral duties, necessary to a democratic form of government. But the existence of our free institutions is compatible only with a higher grade of virtue and knowledge. Liberty is a rich legacy bequeathed to us by a virtuous and patriotic ancestry, and it is the bounden duty of every generation to preserve and transmit it unscathed and unspotted to posterity. The down-trodden of every clime seek here an asylum from cruelty and oppression. If we suffer ourselves to grovel in ignorance, the wicked and the designing will cast among us the apples of discord, and our glorious republic will follow in the footsteps of imperial Rome. Loud, loud indeed, would be the wailings, if this pole, to which the magnet of every crushed heart fondly vibrates, should ever lose its attractive influence; if this beacon-light of the western world should ever become dimmed, Earth's noblest and best, the departed sages and martyrs, would rise up in judgment against us. Upon whom devolves the duty of throwing additional bonds of union

around our confederacy, but upon the teacher? He is the chosen priest in the Temple of Liberty, and anxious eyes are directed to his interpretation of the oracles.

In consideration of these things, teachers of Michigan, beware *what* you teach, and *how* you teach, ever remembering that,

"Many a shaft at random sent.
Finds mark the archer little meant."

Teach as Appelles painted, for *immortality*, that immortality which extends beyond the confines of earth, and although, at times, there may seem to be no advancement, although your patrons may rise up against you and repay your most strenuous and well-directed efforts with the basest ingratitude, yet despair not,—persevere, ever endeavoring to

"Bear through sorrow, wrong and ruth,
In your heart the dew of youth,
On your lips, the smile of truth."

If the earth be dark, look up at the stars. Your business is emphatically a labor of love. Take heart. The gems of goodness and knowledge which you are so nobly nourishing, have struggled through the storms of the world's persecution for six thousand years, sometimes almost lost in the mist of ignorance, but eventually, bursting forth in all their loveliness, as if fresh from their pure source, "fast by the throne of God." Again, then, do we say, persevere, but look not to earth for indemnity; it has no affinity with virtue. You must extend your expectations beyond the limits of this sublunary sphere to the pure atmosphere of heaven. So teach

"And live, that when the mighty caravan,
Which halts one night-time in the vale of Death,
Shall strike its white tents for the morning march,
You shall mount onward to the Eternal Hills,
Your feet unwearied, and your strength renewed
Like the strong eagle's for the upward flight."

MASTER IN HIS SCHOOL-ROOM.

A teacher must never be mastered, nor discomfitted, in his own school-room. He ought to be doubly guarded against issuing an order that he cannot enforce, for, when he does require anything to be done, if he fails to command obedience, he is lost—discipline can no longer be maintained, and his persistence in teaching in that district will result in a lamentable failure. On the other hand, if he maintains his authority, and rules his pupils kindly but firmly, never flinching, and yet never inflicting unnecessary punishment, the school will be both a pleasant and a profitable one. Pupils entertain no respect for a teacher whose authority they set at defiance with impunity.

We remember a teacher in a New England school, once placed in a trying situation, but whose tact and good management extricated him without diffi-

culty. The district had previously been somewhat noted for difficulty of management, and during the winter referred to, there were in attendance many young men, any one of whom was physically superior to the teacher. He was an earnest and zealous instructor, and strove diligently and with general success to do his duty and secure the good opinion both of parents and children. One pleasant afternoon. having rung the bell for school, three or four of the lads whom he had observed playing outside, neglected to come in; and, when a messenger was sent to them, ran away, and did not present themselves until next day. This flagrant breach of the rules of school the teacher deemed it his duty to punish, and all except one of them submitted to the discipline. He, however, resisted the teacher's authority, and of course was much more severely dealt with than the others. This roused the ire of an older brother attending the school, who, with two or three companions, concocted a scheme to put the teacher out of the house next day. A neighbor who heard of it, very kindly informed the teacher on his way to school next morning of the plot, but the latter merely remarked that probably no trouble would occur.

He called the school together at the usual hour, and proceeded to hear the classes read. After this preliminary exercise was ended, he proceeded to state to the scholars in a very deliberate and self-possessed manner, what he had heard, remarking, at the same time, that he had only done what his duty prompted; that he regretted more than any of them could do, the unpleasant necessity which called it forth, but that he must and should be master in his own school-room. He appealed to the better judgment of his pupils to sustain him in his course, and said he did not believe there was a young man present who would deliberately, and in his sober judgment, countenance for a moment, any act of insubordination. The result was that no demonstration was made; the school went on quietly as usual, and a few persons who were cognizant of the threatened rebellion, and who were on the watch for its outbreak were disappointed. The teacher continued several months subsequently in the school, and those very young men who had threatened to set his authority at difiance, were afterwards zealous in upholding it.

A friend, talking with the teacher upon the subject at the close of the school, inquired how he would have proceeded in case half a dozen of the large scholars had made the attempt to put him out of the school-room?"

"I had little fear of their attempting it," he said; "I addressed them calmly before the time had arrived for a demonstration, and before their blood was up; and I was confident of being able to reason them into obedience. Besides they were somewhat taken aback at my broaching the subject, or, in other words, 'taking time by the forelock.' But," he added "I was first at the school house that morning, and placed a staff out of sight to them, but convenient to my own grasp, sufficient to have prostrated the stoutest of them at a single blow."

Of the propriety of the latter act, we express no opinion, but only state the fact. One thing is certain, however, and that is, he was sufficiently resolute to remain, and would have remained under any and all circumstances, "master in his school-room.—*Rural New Yorker.*

The man who will not, when necessary, incur hazards, for the sake of acting well his part in life, will never achieve success, much less distinction.

For the Journal of Education.

WEBSTER'S DICTIONARY.

A complete Dictionary must accomplish several distinct objects. It should embrace all the words current in the language, (omitting, of course, many derived forms of words and compounds,) alphabetically arranged. It should give their orthography and pronunciation, especially in a language not phonographic, according to the last usage, and where usage varies, consulting the analogies and tendencies of the language. It should note such words as are obsolete, obsolescent, provincial, technical, or in any other essential respect, peculiar. It should give all the shades of meaning in which they are properly used. And if in addition to the above, it presents the etymological origin of words, especially in a language so composite as the English, its value will be greatly heightened.

Now we hesitate not to assert that, previous to the appearance of Webster's Dictionary, there was no work in the English language that could justly claim to accomplish these objects. Johnson's Dictionary, a monument of labor in its day, was deficient in every respect. Its vocabulary was not complete; its orthography not followed; its definitions tautological, and sometimes incorrect; and its presentation of the origin of words, except of those from the Latin and Greek, grossly deficient. Walker's was but little better, and none furnished the desideratum.

Noah Webster, a young man of ardent temperament, saw the demand, and determined to supply it. With youthful enthusiasm, he entered upon the work, but soon found himself unqualified for the truly enormous task. But, unlike his predecessors, he did not content himself with presenting an imperfect work, far below his own ideal, nor did he despair. Perceiving the composite character of our language, he determined to study its mother tongues, and trace its words back to their springs. For more than a dozen long years, this was his daily study. Supported not by a professorship, but by the profits of his spelling book, which more potently than any legal enactments could have done it, was harmonizing the speech of this thinly-settled, motley-populated country, he patiently pursued his task. The Gothic, with all its branches, Anglo-Saxon, German, Dutch, Friesic, Danish, &c.; the Celtic, in its branches, Cymric, Gaelic and Irish; the Sclavonic, the Hungarian; and thence all the modern languages of Europe, were his study. Then he proceeded to Sanscrit, the oldest language extant, and Lithuanian, Arabic, Hebrew, and Syriac and others.

He could not read the literature of these languages, except a few specimens, nor study closely their syntax—this would have been a task beyond the reach of a mortal, but he thoroughly analyzed their etymologies, and made with his pen a collection of cognate words from all of these various tongues, preparatory to an exhaustive analysis of the English language. Now whether such a course is necessary to the lexicographer of other languages or not, it is necessary in our language, for the English is the most composite of modern languages.

Besides this, he spent many years more in carefully reading the best productions in the English language, collecting words not previously arranged in any dictionary, and in gathering new and appropriate passages to illustrate the various usage of words. This part of his labor was not inferior to that of Johnson, so often made the theme of eulogy by his admirers. He was now prepared in the prime of life, to resume his youthful task.

The result was, in a few years more, his great "American Dictionary of the English Language." Published in a new country, emanating from no University, but from a private gentleman, it no sooner appeared than it was greeted with the highest admiration of precisely those best qualified to judge of its merits. The closest thinkers admired the accuracy, perspicuity, and fullness of its definitions, which none but such an etymologist could give. The general reader found in it an encyclopedia; the man of science and the professional man, acknowledged its exactness; and the philologist recognized in it by far the greatest treasure in the English language. The scholarly Brougham exclaimed, "A very valuable work—a necessity to every educated man." The London Times said, "The best and most useful Dictionary of the English language ever printed." George Bancroft—a good linguist as well as prince among historians—said: "The etymological part surpasses anything that has been done for the English language by any earlier laborers in the same field."—Well he might say so, for none but one grossly ignorant could deny it, and no man since, in the English language, has even re-surveyed "the same field."—The Hon. John C. Spencer, whose legal decisions are quoted with the highest respect in America and England, eulogized it in the strongest language possible; and, after having carefully compared it with all other lexicographical works of any pretentions, made this his constant companion in his professional labors.

A severe scrutiny has signally failed in pointing out in it any great defects. Especially, its philological accuracy and its philosophical definitions stand unimpeached; and little criticism has been obliged to fasten on the orthography and pronunciation of a *dozen* or two of words—less than the dust on a balance, compared with the great merits of the book. Who has not heard of the cobbler that, standing before an exquisite picture, was dead to all its beauties, because the shoe was not painted according to the cobbler's taste! And that taste, too, was probably founded on an obsolete fashion!

We here take occasion distinctly to state, that though we in our sapiency, and even all the rest of mankind should differ from Dr. Webster in the orthography of a few words, and should prefer the spelling found in a Dictionary which the publishers are most absurdly striving to elevate into rivalship with this, we believe the reputation of the great American Dictionary would be untarnished, and its claims to be regarded as a standard immeasurably higher than those of any other book. All these deviations could be printed on the fragment of a single page, and his consulters left to their choice. But we do not allow that they are wrong. They are but an inconsiderable remnant of changes which Dr. Webster was the first lexicographer to authenticate, and which are now generally adopted—and the next generation will witness the general adoption of these.

We do not claim for his book absolute perfection. Such is not found in the productions of mortals. But, we claim that Webster should have the proper credit for his labors; that no book produced by an ordinary scholar, having adopted either immediately from him or immediately through others the result of his labors, and compelled to coincide with him in all but a few insignificant items, and thence differing immeasurably from all other Dictionaries in the language, should be allowed to rob him of his well earned credit and position, or to be mentioned in the same category. It is no new thing to see a man who

has toiled long to invent a machine and bring it to perfection, robbed of all his honor by a pretender, who introducing some little "improvement" or blemish into the same machine, and disguising it as his own, fattens on the genius and toil of another. It will argue a great deficiency in American scholarship, if in this case, they are not able to distinguish between the original and the counterfeit, the genuine and the false. We have, personally, no interest in the matter, not common to all desirous to see true scholarship encouraged, and we only desire to have the verdict of American scholars continue unchanged, pronounced as it has been, unquestionably for the truth.

To show the excellency of Webster's Dictionary, specimens have often been given. We subjoin one, actually taken at random the very first word, purely English. which meets our eyes on opening the ,book, for the purpose. The word is *Stall*, and what do we learn about it: "Stall, (stawl,) [Saxon, *stael, stal, stall*, a place, a seat or station, a stable, state, condition; Dutch, *stal;* German, *stall*, a stable, a stye; Danish, *stald;* Sweedish, *stall:* French *stalle* and *etal;* Italian, *stalla;* Welch, *ystal*, from the root of German *stellen* to set, i. e. to throw down, to thrust down; Sanscrit, *stala*, a place. See Still.]

Then follow six different definitions, arranged numerically, with illustrations of four of them, drawn from Dryden, the English Bible, Spencer, and Warburton. Now conceive of the amount of study necessary to give such an analysis of this one word. And consider for a moment, the information conveyed. We learn that *Stall* was used by the Gothic race, who were in Europe before the age of authentic history; by the Celtic race, who preceded them; and finally by the speakers of Sanscrit, who dwelt in Asia, beyond whom "the memory of man runneth not back." All these, therefore, were probably of a common origin.—Besides we are referred to the word *Still*, which, upon consultation, we find cognate with a Greek word, thus introducing the Pelasgic race into the great company who used this one vocable. I had thought of giving the analysis of this word as found in Johnson, Walker, and Richardson, but it would extend the article too much. Any one, on examination, will acknowledge the vast superiority of Webster. If called upon to sacrifice my library, volume by volume, the book which I should preserve longest, except the Bible, is The American Dictionary of the English Language, by Dr. Webster.

E. O. HAVEN.

University of Michigan, Nov. 20, 1855.

THE soul, fed and fattened on the things around it,
Groweth to perfection, full of fruit, the fruit of foreign seeds.
By culture man may do all things short of the miracle, creation.
There is the limit of thy power,—here let thy pride be stayed,
The soil may be rich, and the mind may be active, but neither yield unsown;
The eye cannot make light, nor the mind make spirit.—*Tupper.*

PROPER study furnishes to the mind both food and exercise—knowledge and thought;— and the teacher who, by too much explanation, aids his pupil to get the knowledge without the exercise of thought, burdens the memory without increasing the strength. The knowledge got without study is a landscape seen at a distance. That which is learned by personal effort is a field held forever afterwards as a fruitful possession.—*Anonymous.*

A firm faith is the best divinity; a good life is the best philosophy; a clear conscience the best law; honesty the best policy.

NORTH-WESTERN SOCIETY OF NATURAL HISTORY.—We would remind our readers, and especially the teachers of Michigan, of the existance of the above named society. It was organized at the Spring meeting of our State Teachers' Association, and Prof. A. Winchell of the University was elected Curator. The objects of the association are the investigation of the Geology and Natural History of the State, and the engagement of our teachers in the study of natural science. How noble a work might the 5000 or 6000 teachers of Michigan do for the cause of science, and how honorable to their own fame and that of their State if they would enlist as a gigantic corps of observers in the various departments of Natural History. Any one may join the association by sending in to the Curator his or her name, and an indication of the branch in which they wish to pursue their labors.

In some future number of the Journal we propose to discuss some of the aims and advantages of this plan. In the meantime, we present the following which we clip from an exchange:

WHAT A LOVE FOR NATURAL HISTORY CAN DO.—I may seem to exaggerate the advantages of such studies; but the question, after all, is one of experience; and I have had experience enough and to spare that what I say is true. I have seen the young man of fierce passions and uncontrollable daring, expend healthfully that energy which threatened daily to plunge him into recklessness, if not into sin, upon hunting out and collecting, through rock and bog, snow and tempest, every bird and egg of the neighboring forest. I have seen the cultivated man craving for travel and for success in life, pent up in the drudgery of London work, and yet keeping his spirit calm, and perhaps his morals all the more righteous, by spending, over his microscope, evenings which would too probably have gradually been wasted at the theatre. I have seen the young London beauty, amid all the excitement and temptations of luxury and flattery, with her heart pure, and her mind occupied in a boudoir full of shells and fossils, flowers and sea-weeds, and keeping herself unspotted from the world, by considering the lilies of the field, how they grow. And therefore it is that I hail with thankfulness every fresh book of natural history as a fresh boon to the young, a fresh help to those who have to educate them.

Youths' Department.

THE STEAM POWER.

The following eloquent extract from a recent speech of the Hon. Geo. P. Marsh, will furnish a good exercise for declamation.

Each new discovery helps to others. If a new truth shines upon us, its ramifications are inexhaustable. As we continue to explore it, its applications multiply upon us, till it seems illimitable, and runs its tendrils round the world. If we had but one great original principle to work at, we never could exhaust it, for it links itself to all the universe. The further back we trace these princi-

ples to their original springs amidst the elements of truth, the nearer do they come to their common origin, and the better illustrate the simplicity and unity of truth. Take the apparently unconnected sciences of music and mathematics. Where will you find more ungenial companions than melody and figures? How can harmonious strains find sympathy in the multiplication table, or concord be developed in the rule of three? What bond is there between the intricate calculations of Le Verrier, and the massive combinations of Beethoven? Yet music is a mathematical science. It cannot exist independent of numbers and proportion. Its tones are magnitudes of sound. Exact proportions exist between the different scales, the various keys, the protractions of sound, the spaces between sound; the whole science rests on a mathematical basis. These instruments of music, so attractive at your fair, are as much mathematical as the compass or the rule. The truths that sustain both sciences are the same; one phase is abstract numbers; another, melody.

If a new power is unfolded, how various are the uses to which it will be applied. What a slave it becomes, toiling in our ranks! When steam first applied its infant shoulders to lift the kittle-cover before the eyes of Watt, how limited its expectant use, even to the wildest hopes of that fortunate thinker! Now, behold the giant of the nineteenth century, how he is compelled to tug and strain the tireless sinews of his strength, in countless fields of usefulness and labor! See how bravely he bears us through the storm. Insensible to cold and careless of sleep, behold the snow that blockades our path fly before him in the dim star-light. With mouth full of fire, and nostrils expanded with smoke, hear him laugh defiantly as the solstitial rays, beneath which every laborer would melt. See him furrow the billowy brine for millions of miles, and interchange the growth of different zones. He spans the sea with bridges. He enters the factory, and seizing its central crank, he plies its complicated machinery with inconceivable velocity and power. He weaves our garments and carves our furniture. He multiplies our thoughts in books and newspapers, and impels them through the world. He bores his way through rock and mountain, and leaves an avenue for the flow of commerce. He grinds the grain of continents and carries it to meet the necessities of man. He clenches the tough quartz, and crushing it in his iron fist, compels it to surrender the golden treasurers it so tightly held. He lifts and excavates; he flames, and saws, and hammers' and yet with infinite and etheral delicacy, he points the finest needle, and draws the metalic thread. No labor is too undignified for him to perform—no task too heavy for him to accomplish. He delights in noise, and dirt, and soot, and smoke. He is not afraid of his dainty fingers. Whenever a difficult job is placed before him, his iron muscles fairly thrill with joy. See how, in a few years of his wonderful activity, whole forests have gone down his throat, leaves, and boughs and mighty trunks. And who shall 'say that this laborious Titan has got himself fully in harness? What we have seen him do, is mere preparatory service—the first trial of his boyish strength, before commencing the serious business of his life. To search out new modes of toil, will furnish employment for man, perchance while the world endures.

A learned writer says of books: "They are masters who instruct us without rods or ferules, without words or anger, without bread or money. If you approach them, they are not asleep; If you seek them, they do not hide; If you blunder, they do not scold; If you are ignorant they do not laugh at you.

Too Much Business.—This is a world of inflexible commerce; ever given away, but everything is bought and paid for. If, by e absolute surrender of ourselves to material pursuits, we materializ we lose that class of satisfaction of which the mind is the regi resource. A young man in business, for instance, begins to fee arating glow of success, and deliberately determines to abandon its delicious whirl. He says to himself, "I will think of nothin iness until I have made so much money, and then I will begin a I will gather round me books, and pictures, and friends. I will ledge, taste, and cultivation, the perfumes of scholarship, and win and graceful manners. I will see foreign countries, and converse plished men. I will drink deep of the fountain of classic lore. shall guide me; history shall instruct me, and poetry shall charm m shall open to me her wonders. I shall then remember my pre drudgery as one recalls a dream when the morning has dawned. H self-registered vow. He bends his thoughts downwards and nails dust. Every power, every affection, every taste, except those whic ular occupation calls into play, is left to starve. Over the gates he writes, in letters which he who runs may read, "No admittanc business." In time he reaches the goal of his hopes; but now ins begins to claim her revenge. That which was once unnatural is to him. The enforced restraint has now become a rigid defor spring of his mind is broken. He can no longer lift his thought ground. Books and knowledge, and wise discourse, and the amen and the cordial of friendship, are like words in a strange tongue. smooth surface of his soul, nothing genial, graceful or winning, will cannot even purge his voice of its fawning tone, or pluck from h mean, money-getting mask which the child does not look at withou smile. Amid the graces and ornaments of wealth, he is like a blin picture-gallery. That which he has done he must continue to do; cumulate riches which he cannot enjoy, and contemplate the drea of growing old without anything to make age venerable or attract without wisdom and without knowledge, is the winter's cold witho ter's fire.—*Hillard.*

Sugar cane is planted in rows about six feet apart. Cuttings are used as seed, sprouts shooting forth at each joint when planted. so planted, side by side, as to leave a joint of the cane every Three crops are gathered, in as many successive years, before the fi be replanted, the cane of the second crop being sweeter than that and that of the third sweeter than that of the second. One and heads of sugar is the usual yield of an acre of land.

Counting the Knuckles, *to tell the Number of Days in M* counting the knuckles on the hand, with the spaces between th months with *thirty-one days* will fall *on the knuckles;* and those days, or less, will come *in the spaces.* January, first knuckle; Feb space; March, second knuckle; April, second space; May, third kn third space; July, fourth knuckle; August, first knuckle; September, October, second knuckle; November, second space; December, thi *Student and Schoolmate.*

PERSEVERANCE.—There is scarce any difficulty that can not be overcome by perseverance. Trace any great mind to its culmination, and you will find that its ascent was slow and by natural laws, and that its difficulties were such as merely ordinary minds can surmount. Great results, whether moral or physical, are not often the offspring of giant powers. Genius is more frequently a curse, than a blessing. Its possessor, relying on his extraordinary gifts, generally falls into habits of idolence, and fails to collect the materials requisite for useful and magnificent effort. But there is something which is sure of success. It is the determination which, having entered upon a career with a full conviction that it is right, pursues it in calm defiance of all opposition. With such a feeling, a man can not help being mighty. Toil does not weary; pain does not arrest him. Carrying a compass in his heart which always points to one bright star, he allows no step to be taken which does not tend in that direction. Neither the heaving earthquake, nor the yawning gulf, nor the burning mountain, can terrify him from his course; and if the heavens should fall, the shattered ruins would strike him on his way to his object. Show me the man who has this principle, and I care not to measure his blood nor his brains. I ask not his name nor his nation, I pronounce that his hand will be felt upon his generation, and his mind enstamped upon all succeeding ages.—*Rev. Edward Thompson.*

THE ISLANDS OF POLYNESIA,' which include the islands of Oceanica, are classified according to their origin, as coral,' basaltic, or volcanic and continental The basaltic, three hundred and fifty in number, are of all shapes and periods of construction, from the simple volcanic dome or cone, scarcely at all disintegrated, to irregular heights, having vast craters, with deep gorges between; lofty peaks, abrupt precipices, and sharp saddle ridges of basalt, lava, clinker, scoria, volcanic sand and debris, some more and others less recent. These volcanic traces extend throughout Polynesia, and clearly show that in ages past all that vast ocean must have been the bed of an indefinite number of volcanoes. From old craters now visible it is computed that there could not have been less than one thousand volcanoes in violent, if not in simultaneous action, from the Hawaiian Islands to New Zealand.

In the range of six thousand miles between New Holland and Mexico, there are some of the most extensive mountain chains in the world, lately surveyed by the scientific corps of the American squadron. The height of these chains, if measured from the bottom of the ocean, would surpass, it is calculated, the most majestic peaks of the Himalaya range. If only three miles be allowed for the depth of the Pacific near Oawaii, the summit of Mauna Lea, by measurement, will be nearly six miles high.

The volcanoes now in action through Polynesia, are confined to the four islands of Hawaii, Foloa and Armagura, and the north island of New Zealand. These are all that are now extinct of the great volcanic fires that once burned over this vast region. There are many things which coucur to indicate that the islands remaining unsubmerged, are but the tombstones of a buried continent, as wide and as long as that of South America.—*Cheever*

"Some of the domestic evils of drunkenness," says Franklin, "are houses without windows, gardens without fences, fields without tillage, barns without roofs, children without clothing, principles, morals, or manners."

BALLOON ASCENSION.

The ærial voyage of Mons. Goddard and wife, accompanied by Mr. Sharp, of the Enquirer, Mr. Bellman, of the Gazette, and Mr. Thompson, is thus described in the Cincinnati Times:

Our view before the rising of the moon was glorious; but when night's mantle gathered over the earth, and *her* queen appeared, illuminating the face of nature, the scene was so grand and beautiful to my mind, as to compare favorably with my pre-conceived idea of heaven. Looking up from the car into the neck of the balloon with the moon's rays falling directly on the hugh globe, it seemed a ball of fire, while the reflection from the outer surface of the ærial ship was eqnally as brillient as the reflection of a gas light from a mirror.

Several times during our voyage, we conversed with persons on the earth. In which conversations I proved in my mind conclusively, this fact that it is a very easy matter to hear with distinctness, ordinary conversation from the earth, when one mile and a quarter above the surface.

I will state two or three facts more, viz;—While over Mr. Ruffner's farm, near Carthage, I inquired in a loud voice, "Who lives here?" Some man replied, "Mr. Ruffner." "Is it Marine Ruffner?" I shen asked. "No: Frank," was the response. A female voice then invited us to take supper, which invitation we heard as distinctly as friends can hear each other in common conversation. Mons. Godard discharged a small quantity of gas and we descended in a field near to Mr. Ruffner's residence as easy as a bird can alight on a tree top.

Another experiment bearing on this point: When half a mile above the earth, M. Godard let fall a small stone, which we heard very plainly strike the ground.

And still one more fact and we are done with the subject. At about the same altitude, Mons. G. threw out a handful of sand and earth, and when it struck, it sounded precisely like rain pattering on a roof where no ceiling obstructs the sound.

After taking a lunch with Mr. Ruffner's kind family, M. Godard discharged more ballast, and again we rose to enjoy the beauties of a moonlight ærial ride. Far, far behind us, the shadow of the air-ship follows faithfully as man's shadow at noonday. Above us a ball of fire—beneath us, visible ten thousand fields, their fences looking like a seive.

Dense forests, immediately above and over their topmost boughs we glide gently; for our daring captain has invited us to witness the perfect control which he has over this balloon in fair weather. Then we ascend to the distance of 8,000 feet, and after traveling the Lord only knows where, changing around with a score of different currents of air, we finally descend on Mr. John Coxe's farm iu Butler county, six miles from Glendale, after havidg been two hours among the clouds in celestial regions.

WHICH LETTERS ARE MOST USED.—A very correct idea may be had of the relative frequency with which the different letters of the English alphabet are used, from the fact that the type in printers' cases are distributed in the following proportion, viz: For every 100 of the letter *z*, there are 200 of *x*, 400 of *k*, 800 of *b*, 1500 of *c*, 4000 each of *i*, *n*, *o*, and *s*; 4250 of *a*, 4500 of *t*, and 6000 of *e*. Thus it will be seen that the letter *e* is most used, and *t*, *a*, *i* *n*, *o*, and *s*, are next in frequency of demand.—*Schoolmate.*

CHIMNEYS.—The chimney has been in use five centuries. Existing remains prove that perpendicular flues were constructed in England as far back as the 12th century. In drawings of the time of Henry III., chimneys of a cylindrical form, are represented as rising considerably higher than the roof, and orders to raise the chimneys of the king's houses were frequent in that reign. Nevertheless it was still the general custom, even in the 14th century, to retain the hearth in the middle of the room. When the wood was fairly ignited, the smoke would not be great, and the central position of the fire was favorable to the radition of heat. This method of warming the hall was continued long after fire-places with chimneys had been erected in smaller apartments.—By the reign of Elizabeth the advantages of the new system was so well appreciated, that ladies in their visits to their friends, if they could not be accommodated with rooms with chimneys, were frequently sent out to other houses, where they could enjoy the luxury.—*London Quarterly Review.*

THE THOUGHTS OF YOUTH.

A distinguished American poet (Longfellow.) has recently brought to our notice, a verse of a Lapland song,

"A boy's will is the wind's will,
And the thoughts of youth are long, long thoughts."

Do we not know that "the thoughts of youth are long, long thoughts!" The old man knows this when the cares of active life are past. These cares are forgotten. They came in rapid succession, crowding ever upon each other; transient occupants of his mind and heart, leaving no permanent impression there. In our mature years, we may have learned much, but how much have we forgotten?—The foot-prints of one class of acquirements have been worn continually by the footsteps of succeeding classes. The old man says "life is short." He has forgotten the intermediate space of middle life; youth and age are together. He sees but the brief space made up of these. The scenes of childhood are again before him: "the orchard, the meadow, the deep tangled wild-wood," the thoughts of his barefoot days. The great shores of the sea, the cliff, the headland, the sanded and pebbled beach remain fresh and beautiful after every storm The waves of the great tides have each made their mark, and obliterated evermore the marks of the preceding, but in immortal white, the long winding shore remains, like "the long, long thoughts of youth," when the tides of life have swept over them and retreated; when the toils, trials and success of life have left no trace upon the memory.—*Hon. Julius Rockwell.*

QUESTIONS.—What are the essential properties of matter?
Which are the primary colors?
What are the uses in nature, of the elasticity of matter?
What are the materials of gun-powder?
Which lived earliest, Charlemagne, or Alfred the Great?
Who was Emperor of Rome at the time of our Savior's Crucifixion?

PROBLEMS.—With three generations to the century, and each generation averaging as many as the present population of the earth, (1000 millions,) which of the United States would most nearly afford standing room to all who have lived on the earth, allowing a square yard to each person?

If three times three were just eleven,
What then would be the half of seven?

Editor's Table.

With a devout thanksgiving to Him in whose memory lies hoarded the grand and garnered past, we close another year of editorial labor. Much that we proposed to do this year, still remains undone, and many hopes have failed to become substantial facts; yet the year's work has not been all in vain, and we are able to chronicle on the last page of the year's history, a steady progress in the educational affairs of our State. There is a rising public sentiment both among the teachers and people of Michigan, which promises the proudest and most beneficent results in our school interests, and we welcome with joy the glorious hope that this noble peninsula shall be a cherished home of a civilization which loves mind more than money, and measures her prosperity by the number of her great and good men, rather than by the extent of her commerce. We shall enter upon another year with new heart and hope.

GRAND RAPID'S INSTITUTE.—The following resolutions voted by the members of the State Teachers' Institue, recently held in Grand Rapids, did not reach us in time for our November number.

Whereas, New, untold and momentous responsibilities are thrown upon this nation, arising from the age in which we live, from our position among the nations of the earth, from the blood-bought privileges and trusts received from the patriotic ancestors; and whereas, it is education alone which can prepare us for these responsibillties, thereof.

Resolved, That we will ever consider the great cause of Education as having such claims upon us as shall monopolize our warmest affections, and most strenuous efforts.

Resolved, That it it the duty of teachers to cultivate not only the intellect of their pupils, but also their physical and moral powers; and that an education in which any one of these branches is neglected, is imperfect.

Resolved, That we regatd females equally competent with males for the high vocation of teaching, and that they should receive equal compensation for equal service rendered.

Resolved, That any system of education which does not provide for the instruction of teachers in the responsible duties of their high calling, is materially defective.

Resolved, That Teachers' Institutes are important aids in this great work, and should be sustained by all who would aspire to the office of instructor, and by all who wish to elevate the character of Primary Schools.

Resolved, That while we are grateful to the Legislators of Michigan, for the establishment of Teachers' Institutes; yet, in consideration of our increased ability to benefit the rising generation, we hold that the people have but transferred the funds appropriated for this object from one of their pockets to the other, reaping, at the same time, a large per cent of profit in the transit.

Resolved, That we court from the Inspectors in our various townships a more rigid examination of teachers, and a more frequent visitation of our schools

Resolved, That regarding the Michigan *Journal of Education* as peculiarly the property of the teachers of the State, we will use all reasonable efforts to extend its circulation.

Resolved, That our thanks are due to the Board of Education and to the Hon. Ira Mayhew, Superintendant of Public Instruction, for their noble efforts to elevate the standard of education in the State of Michigan.

Resolved, That we will ever hold in grateful remembrance the valuable instructions of Prof. Olney, Dr. Cutcheon, Mr. D. P. Mayhew and Rev. James Ballard on this occasion.

Resolved, That regarding vocal music as of vast importance in our schools, we hereby tender our heartfelt thanks to those who have assisted us in this matter during the session of this Institute.

Resolved, That our thanks are also due to the Clergy of Grand Rapids for their prayers and important counsel so generously rendered.

Resolved, That we gratefully acknowledge the generous liberality of the Trustees of the Congregational Church, and of the Board of Education of District No. 1 of this city for the use of their respective buildings on the occasion.

Resolved, That our proceedings be communicated to the Hon. the Superintendent of Public Instruction, to the *Journal of Education* and to the city papers for publication.

STATE TEACHER'S ASSOCIATION.—The official notification of the Executive Committee having failed to reach us, we can only announce again that the Association will meet at Jackson, Wednesdey, Dec. 26th, at 9 o'clock A. M. (we suppose.) Besides other lectures and addresses, papers are expected from the following gentlemen as Chairmen of their respective Committees, viz:—From Prof. Haven, a memorial concerning Webster's Dictionaries; from Hon. Ira Mayhew, on Union Schools; from J. M. Gregory, a memorial for the establishment of the office of District or County Superintendent of Schools; also, from Prof. Welch, Prof. I. Stone, and Geo. K. Newcombe. The importance of the topics demands a large attendance, and the time favors it. Who will go? The session will probably continue two days.

COUNTY TEACHERS' ASSOCIATIONS.—We rejoice to see these societies moving. They are absolutely indispensible in our educational affairs. The Macomb County Association held its meeting in October. Being engaged at the Institutes, we could not attend. The teachers in Berrien County meet the Friday after Christmas, at Niles, (we presume, no notice of the place having reached us.) Lenawee promises soon to wheel into line. The teachers of Adrian have already a flourishing Association in that city, which we had the pleasure to address the 23d ultimo. Their example should be followed by the teachers in every large town. It is in no spirit of empty compliment, that we confess our sincere admiration of the generous professional spirit of Messrs. Hubbard and Willets, and their fellow teachers in the Adrian schools.

We ask the especial attention of Inspectors and Teachers to the following official action of the Inspectors of Grand Rapids. In Cleveland, fast becoming celebrated for her excellent public schools, a customary question in the examination of teachers, is, Do you subscribe for and read any educational periodical?

Whereas, we, the Inspectors of the city of Grand Rapids, believe the "Michigan Journal of Education," published by J. M. GREGORY, of Detroit, to be an invaluable friend of the "Common Schools" of this State, and should be found on the table of all her teachers; therefore,

Resolved, That we earnestly recommend every teacher holding certificate in this city to become subscribers for the "Michigan Journal of Education," and as far as possible, contributors.

S. L. WITHEY, } School
J. F. CHUBB, } Inspectors.
M. S. LITTLEFIELD, Dep. Clerk.

To CORRESPONDENTS.—The article of "J. R. B." in favor of Worcester's Dictionary, did not reach us until the matter for this number was in type. It shall appear in our next.

We regret to be obliged to decline several articles which though possessing some merit, do not do justice to the writers. They who can write so well can, with proper care, write much better. We hope to hear from them again.

The tale of The Four Students will be resumed next month.

BILLS.—We send bills, again, to a few who have forgotten to pay. If they do not pay this time we shall forgive them the debt, as we wish to have our books for 1855, settled.

FOR SCHOOL LIBRARIES.—Franklin's Life and Works; Babylon and Nineveh, second expedition by Layard; Ups and Downs; and Merrie England.—See Literary Notices.

PUTNAM'S, OR HARPERS' AND THE JOURNAL, FOR $3.

We will send, for $3 paid in advance, either of the above magnificent and valuable monthlies, for one year, and the Journal of Education for 1856. This is just the subscription price of both Putnam's and Harpers'.

Reader, farewell! Our volume for 1855 is closed. May its good abide with you, and if aught be wrong, let it be forgiven and forgotten. We respectfully solicit your company through yet another year, and look to your patronage to support the labors of yet another campaign in the cause of UNIVERSAL EDUCATION. Subscribe early and ask your neighbor to do the same. May the benizon of God rest on your hearts and homes.

Yours, as ever, THE EDITOR.

Literary Notices.

UPS AND DOWNS: OR, SILVER LAKE SKETCHES. By *Cousin Cicily*. Alden, Beardsley & Co., Auburn.

We are indebted to the courtesy of Messrs. Kerr, Morely & Co., Detroit, for a copy of the above named book. It consists of a collection of tales, well written, and of sterling influence. "Uncle Caleb's adopted daughter" teaches a lesson of charity as noble as needful, and has drawn tears from many eyes. "A lesson of Contentment" is taught in no unimpressive way; while "The Vermont Cousin" is as instructive as she is amusing. Cousin Cicily will ever find a welcome in whatever home she once visits.

MERRIE ENGLAND. By *Grace Greenwood*.

This is an elegant little book, published by Ticknor & Fields, Boston, and deserving a place in every library. It consists of sketches of travel, and tales of prominent persons and places in English History. Writen in this pleasant author's pleasantest style, it cannot fail to arouse in the young a thirst to know more of England's History, while older minds will read with fresh relish, these life-like pictures of the olden time.

FRANKLIN'S LIFE AND WORKS, Edited by *Epes Sargent*. Phillips, Sampson & Co., Boston.

To eulogize Franklin, or his writings, is to paint gold. He is second in American history and in American hearts, only to Washington, and these two great names will ever command the reverence of the civilized world. Mr. Sargent has done the American people a good service, in this fine edition of Franklin's life and writings. It will make the great Patriot and Philosopher still more widely loved and admired. It is well printed on clear paper, and enriched with a finely engraved portrait.

THE EXHIBITION SPEAKER AND GYMNASTIC BOOK; containing Farces, Dialogues, and Tableaux, with exercises for declamation in prose and verse. By *P. A. Fitzgerald, Esq.* Sheldon, Lamport & Blakeman, N. Y.

Besides a good selection of dialogues &c., for school exhibitions, this book gives full and minute descriptions of costumes, arrangement of stage, position of speakers, &c., and cannot but be welcome to those who are preparing for these pleasant school festivals. A very valuable portion of this book is that devoted to Gymnastics and Calisthenics. It contains engravings of the various apparatus used in these exercises, and full directions for their use. We hope the book will have a large circulation among our schools, just on account of this latter part of it.

THE STUDENT AND SCHOOLMATE.

These old friends of ours have locked arms, and will henceforth go to school together. and it will be no unpleasant school, I ween, where they make their monthly visits. It may be new to some of our readers that these periodicals, now united, are designed as reading books for schools, so that the reading class may have a new reader each month.

The November number, now before us, begins a new volume, and gives glorious promise of what it will accomplish. If you want it, write to N. A. Calkins & Co., New York. Terms $1 per annum; five copies, $4. Eight copies, $6. 15 copies $10.

BABYLON AND NINEVEH. By *Ledyard*.

This is the history of the second expedition of discovery to those remarkable ruins.—This work, published by A. S. Barnes & Co., N. Y., is abridged by the omission of the minuter details, and thus rendered more acceptable to the general reader. No researches of modern times are more interesting or important to history, than these of Ledyard among the wonderful ruins of Babylon and Nineveh, the capitals of the earth's oldest and mightiest monarchies. Whether as a book of travel or as a record of the fulfillment of the most terrible prophecies of the Bible, it is a book of surpassing interest and well deserves a place in our public libraries.

THE WORD BUILDER. By *R. G. Parker*. Published by A. S. Barnes & Co., N. Y.

This book is designed for primary teaching. Taking the letters a, i, and o, which are used as words, other words are formed by the addition of a single letter; then from these words new ones are again formed by the addition of a letter, and so on; and the words thus formed are framed into short and easy sentences. The book is well printed and illustrated, and seems to us admirably adapted to its purposes.

FIRST LESSONS IN GEOMETRY.—By *Thos. Hill*. Hickling, Swan & Brown, Boston.

The author of this book assumes that in the true order of education, sensation and conception are to be cultivated before the reason, and he has accordingly prepared a treatise on Geometry for very young children, containing the facts of the science without its reasonings. He has certainly produced a very interesting book, and one which older pupils may read with interest and profit.

ARTHUR'S HOME MAGAZINE.

The December number has already reached us, and closes another volume. We cheerfully recommend it to those who wish a good magazine for the coming year. Address T. S. Arthur & Co., Philadelphia. Terms, $2 a year. 4 copies for $5. We will send the Journal of Education and this Magazine for 1856, to one address, for $2,25.

SARGENT'S STANDARD FIRST READER *for the youngest learners*. Published by Phillips Sampson & Co., Boston.

We believe this completes the series of Readers by Epes Sargent. This series has been hailed with manifest delight, by teachers throughout the country. This little book for beginners, is adapted to the use either of the alphabetical or word methods of learning to read. The lessons are simple, and the illustrations pleasing. We commend it to our primary teachers.